



Overseas Schools Offering Support to Children with Special Needs 2011-2012

The list of schools offering programs for Special Education and/or Gifted and Talented is made up from information taken from the 2011 Summary School Information forms, from forms from previous years, other material available in A/OPR/OS, as well as from families who were successful in locating a school in a local community. The information is self-reported, may change from year to year, and is by no means conclusive or all-inclusive. Schools may or may not complete the form and may or may not report offering a special program with/without qualified staff. What is available one year may not be the following year due to staff changes. Therefore, the list is, by its very nature, incomplete and may not be reliable in some instances. It is to be used only as a **starting point** in the search for possible programs for children with special needs. In many instances, schooling for children with special needs in overseas locations is not comparable to that available in the United States. Parents should also be aware that many of the schools listed do not offer an American curriculum.

The dates in parentheses after the name of the school denote the year the information was received.

Parents are urged to follow the suggestions outlined below in their search for a suitable program for their children:

1. Use this list **only as a starting point** in the search for a suitable program.
2. Be very familiar with their child's school records and the present school's recommendations for accommodations.
3. Contact the Employee Consultation Service at the Department of State (tel.: 202-663-1816) and inquire about medical clearance requirements.
4. Get in touch with A/OPR/OS Regional Education Officers for further information on any specific overseas school program. A list of the Regional Education Officers, their phone numbers, and e-mail addresses, is attached.
5. Contact directly the school's administration requesting explicit information on the educational programs presently available, admission criteria, etc.
6. Get in touch with the Community Liaison Office Coordinator at the school's post for any possible background information on the school and possible other programs in the community.
7. Check the brochure *Transitioning to an Overseas Assignment with a Child with Special Needs* with information on special needs in the Foreign Service at www.state.gov/m/a/os/27909.htm.
8. Join FSSpecialNeeds - This Yahoo! group was created to bring together Foreign Service families to share information, stories and ideas about educating children with special needs while serving with the U.S. Government under Chief of Mission authority. FSspecialneeds-subscribe@yahoogroups.com
<http://groups.yahoo.com/group/FSspecialneeds/>

OFFICE OF OVERSEAS SCHOOLS

The **Office of Overseas Schools** (A/OPR/OS) is staffed with regional education officers, each assigned oversight of a geographic region, who are well-informed about schools attended by U.S. government school-age dependent children. A/OPR/OS publishes a one page "Fact Sheet" on each overseas American-sponsored school assisted by the State Department. It also publishes on CD-ROM and hard copy the "Summary School Information Form," giving detailed information on over 500 overseas schools, including course offerings, special programs, programs for children with special needs, extracurricular activities, graduation requirements, etc. The CD-ROM is distributed to all posts worldwide as well as to several offices in the Department. A/OPR/OS maintains a resource center, staffed by a coordinator, with information on schools such as yearbooks, newsletters, school profiles, curriculums, and a few videotapes.

Families are encouraged to contact A/OPR/OS for information on educational opportunities overseas for their school-age dependent children.

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10/2011

SCHOOLS OFFERING SUPPORT TO CHILDREN WITH SPECIAL NEEDS 2011-2012

<u>COUNTRY/CITY/SCHOOL</u>	<u>GRADES</u>	<u>ENROLLMENT</u>
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ALBANIA, Tirana

SPECIAL EDUCATION

Gjerasim D. Qirazi School (GDQ) (2011) http://www.gdqschool.org/ When we have the staff – a special needs teacher is used throughout the school providing individual support and group support in class. Assessments are done by a team of Educational Psychologists from the States every 18 months (this is the plan and we had a team over in May 2010 – due again Autumn/New Year 2011. They provide a profile and detailed support needed for either class teachers or SEN teachers and support staff.). Cost of testing: Some charge for the paper work and tests is made – school covers everything else – last fees were 5000 leke per child. SEN teachers – would need to be qualified. Support assistants either qualified or with experience of working with children within the classroom setting to support the children but lead by the teacher. We must assess any new children on an as they come basis, due to limited resources. In our situation there are times when SEN cannot be met in school and therefore we are unable to admit the child.	K-12	117
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ARGENTINA, Buenos Aires

SPECIAL EDUCATION

Buenos Aires International Christian Academy (2011) http://www.baica.com/English.html Mild learning disabled, mild to moderate mentally handicapped. The school has accepted an autistic child with an aide in the past.	PK-12	155
Lincoln School (2011) http://www.lincoln.edu.ar/es/index.html Elementary School Learning Center http://www.lincoln.edu.ar/ms/downloads/MS%20Handbook%202010-11.pdf Middle School Learning Center http://www.lincoln.edu.ar/hs_learningcenter/index.html High School Learning Center Mild to moderate learning disabled students can be accommodated.	PK3-12	884

ARUBA, Aruba

SPECIAL EDUCATION

International School of Aruba (2010) http://www.isaruba.com/ The school accepts students with MILD special needs.	PK-12	150
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AUSTRALIA

GIFTED AND TALENTED

<http://home.alphalink.com.au/~drednort/schoolsinaus.html> - Information on gifted education in Australia.

AUSTRALIA, Canberra

SPECIAL EDUCATION

Post Comments (2010)
 The ACT Department of Education provides funding for programs for special needs students, including support for integration (what we would call “inclusion”), learning support units, learning support centers, and special classes, as well as some special schools. While programs for students with special needs are available for eligible students, the approach and level of resources may vary from school to school and are generally very different from those available in the US. Teachers who work with these students often have not received training in special education, but they may have smaller classes and usually an opportunity for one-on-one instruction. Some training is provided as staff development, or “on the job”, and, in some cases, teachers have taken some extra training themselves. The bottom line, however, is very positive news for USG families; clearly a child with any learning needs or disabilities can be served in Canberra, although level of support will vary. There are a few self-contained special schools, and most of the government schools have learning support units and/or learning support centers. A

learning support unit would provide some support to a child who is mainstreamed; the learning support center might be a place where a child would stay for a longer period of time and be mainstreamed less. However, supplemental services as speech, occupational, and physical therapies are not typically provided in school as part of an IEP program. Also, the public schools often do not have any medical staff on campus while private schools are more likely to have them, particularly if the private school offers boarding. Nurses come to schools for hearing and vision screening. If needed, some follow-up services may be available.

Parents of children with special needs need to understand that the training levels of the teachers in the Learning Support Units and Centers will not typically have the training and expertise of US teachers providing special support in US schools. While special needs students may be accommodated in some non-government schools, programs for eligible students are available in the government schools. They are, however, not as well resourced as American special education programs, and continuous funding at current levels is not guaranteed. Parents may need to use their special needs allowance to purchase supplemental services such as speech, OT, and PT or to hire a classroom aide. Placement for children with special needs should be raised with post early in the assignment process. Malkara and Cranleigh are special schools for the moderately/ severely/ profoundly intellectually handicapped and physically handicapped children. Programs in these schools concentrate on training in self-care, gross and fine motor skills, sensory experiences and language development. Parental involvement is encouraged. The Senior School at Koomarri also provides a pre-vocational program preparing the students for workshop employment.

Black Mountain School (2010) 12-20 yrs ---
www.bms.act.edu.au/. A secondary school for students with moderate to severe intellectual disabilities and multiple disabilities.

Brindabella Christian College (2010) K-12 ----
www.bcc.act.edu.au/ Information from the principal: there have been children with special needs who have succeeded at the school; however, the school does not have a program for children beyond those with MILD learning disabilities.

Canberra Montessori School (2009) under 3-12 120
<http://www.canberramontessori.com/> Some specific MILD learning disabilities and mild physically handicapped students can be accommodated. The school is accessible for the physically handicapped. Some ACT Government funding/programs available for children with special needs.

Cranleigh Primary School (2010) 3-12 yrs ---
www.cranleighps.act.edu.au/ Government school for children with moderate to severe special needs.

Garran Primary School (2010) K-6 486
<http://www.garranps.act.edu.au/> The school offers Learning Support Units for learning disabled students in Years 1-6, with about eight children in a class. It also provides accelerated classes.

Malkara School (2010) 3-12 yrs 94
www.malkara.act.edu.au The school is a preschool and primary school for students who have moderate to severe intellectual disabilities. A number of students also have varying degrees of physical and emotional disabilities. The students range in age from 3 to 12 years. Students are grouped into four areas in the school, early childhood, junior primary, middle primary and senior primary.

AUSTRALIA, Melbourne

SPECIAL EDUCATION

St. Leonard's College (2011) K-12 1,642
<http://www.stleonards.vic.edu.au/> Mild emotionally disturbed and mentally handicapped at all grade levels. Mild hearing impaired, multiply handicapped, and orthopedically impaired at the middle school grade levels. Mild to severe learning disabled at all grade levels. Mild to moderate speech impaired at all grade levels. Mild visually impaired at the high school grade level. The school is handicapped accessible. They have staff that has been trained to administer psychological tests and diagnose specific learning disabilities. The school has learning support in the class, through small groups, withdrawal programs, special classes, and in-class specialists.

COUNTRY/CITY/SCHOOL**GRADES****ENROLLMENT**

-3-

Wesley College (2011)

K-12

1,495

<http://www.wesleycollege.net/> Wesley is an “open entry” school, which means admission is non-selective. An interview, however, is required to assure the school can offer an appropriate program. The school is able to provide for some special needs students.

GIFTED AND TALENTED**St. Leonard’s College (2011)**

K-12

1,642

<http://www.stleonards.vic.edu.au/> The school has a gifted and talented program at all grade levels. There is Year 6 entry testing. There is acceleration in math from year 9 and enrichment, skill development in creative and critical thinking. From year 7-9 there is the PRISM program which meets weekly for 45 minutes. There is an in-class specialist who meets with students once per week and rotating focus groups.

Wesley College (2011)

K-12

1,495

<http://www.wesleycollege.net/> Programs such as Wesley Individual Needs Gifted Students (WINGS), the Challenge Program and the Talent Development Program (TDP) offer students opportunities to extend and to foster their development, through a holistic program that integrates their natural talents and strengths, within a small group environment. Students from the Junior and Middle Schools are given the opportunity to work with “like minds”. The aim of these programs is too: develop problem-solving strategies that build self-esteem; learn to challenge themselves and to understand their unique talents and individual learning style; and allow them to explore boundaries in a safe educational environment.

AUSTRALIA, Perth**SPECIAL EDUCATION****Perth Ladies College (girls only) (2011)**

PK-12

1,100

<http://www.plc.wa.edu.au/default.aspx> PLC offers some services for children with special needs. The school will consider admitting children with ADD or dyslexia as well as physically handicapped children but probably not an autistic child. There is currently a child enrolled who is sight impaired. The admission of children with special needs would be on a case by case basis.

Scotch College (boys only) (2011)

PK-12

1,200

<http://www.scotch.wa.edu.au/view/ps-senior-school/academic-support-team>

The school staff includes a psychologist and speech therapist, and there are Academic Support Teams who offer some services for special needs students. Admission of students needing learning support is done on a case by case basis.

GIFTED AND TALENTED**Perth Ladies College (girls only) (2011)**

PK-12

1,100

<http://www.plc.wa.edu.au/default.aspx> The school has programs for the gifted and talented through a “Learning Enrichment Center” for pull-out enrichment, acceleration (year and subject) and through modified courses. Students are involved in the program as needed.

Scotch College (boys only) (2011)

PK-12

1,200

<http://www.scotch.wa.edu.au/view/ps-senior-school/academic-support-team>

The school does offer a gifted program, with challenging extension courses appropriate for those students who are ready for higher academics.

AUSTRALIA, Sydney**SPECIAL EDUCATION****Post Comments (2011)**

Special Needs Learning Assistance Program: The New South Wales (NSW) Department of Education and Training (DET) provides a range of support provisions for students with additional learning needs. Some of these provisions, including special class placement or funding support, require the student to have a confirmation of a disability in accordance with NSW DET Disability Criteria. Other non-categorical

provisions, e.g. the *Learning Assistance Program*, provide support for students without the need for a confirmation of a disability. When possible, children with special needs are mainstreamed into regular classes with the help of resource people. Mildly/moderately intellectually handicapped children who require special programs are taught in learning centers, which have been developed within some neighborhood schools. Programs in these schools concentrate on training in self-care, gross and fine motor skills, sensory experiences and language development. Some of these schools also provide a pre-vocational program preparing the students for workshop employment.

In general, the four factors for placement in a school are (not in any particular order): Suitability; Eligibility; Location of home address; Availability

The commitment by NSWDET is to place the child as close as possible to the home address. That, of course, is based on availability. A placement for a student can only be made when there is a home address. Special needs students would be provided with transport ONLY if the parents can prove they are unable to transport the child themselves. School transport is only for children with disabilities and therefore siblings could not ride with him/her assuming, that is, siblings were attending the same school. For further information please refer to the NSW Schools website. This website will advise of the various levels of support in the Public school system and will direct you to a listing of schools which specifically cater for students with special needs: <http://www.schools.nsw.edu.au/studentsupport/programs/disability.php>. Private therapy is also available for speech related issues. Assessment centers conduct testing to determine/verify conditions and therapies available.

Redlands (2011)

K-12

1309

<http://www.redlands.nsw.edu.au/go/learning-environments/special-programs/learning-support>

"Learning Support" is provided for students who are finding it difficult to keep up with the pace of work, or who have been diagnosed with a specific learning difficulty which hinders their progress. Following individual testing and assessment, individual education plans are developed. Specialist staff work with small groups inside and outside timetabled lessons. In addition, individual support is provided on an as needs basis. Learning Support is provided for Redlands students requiring additional support in Numeracy and Literacy, English as a Second Language (ESL) and Intensive English Course (IEC).

St. Mary's School (2011)

K-6

Reading Recovery, Special Needs and Intervention specialist teachers work with individuals and small groups of students to support specific learning needs

Sylvania Heights Public School (2011)

K-6

587

<http://www.sylvaniaheightsps.nsw.edu.au/page116097.cfm> The school has a Learning Support Team to: assist in identifying and catering for the needs of students experiencing learning difficulties; advise mainstream teachers on programs they can use in their classrooms and help implement them; work with small groups of children to help them learn to read; monitor and evaluate program effectiveness; provide information about appropriate resources to be used within the school and help ensure each child receives the individual attention they need; apply to outside support services for individual assistance with literacy; assess and monitor students to provide appropriate programs to be implemented by parents and/or peers.

Wairoa School Bondi (2011)

4-18 yrs

60

www.wairoa-s.schools.nsw.edu.au/sws/view/41502.node - A coeducational government special school provides quality educational programs, in a caring environment, for students with intellectual and multiple disabilities. Wairoa School provides an individualized educational setting utilizing a multi-disciplinary team approach. This involves expertise provided by trained teachers, aides, therapists, counselors, consultants and other specialized staff, each one committed to meeting the individual needs of each student within a challenging and caring learning environment. It concentrates on providing educational programs that, while influenced by differing degrees of intellectual and physical disability, lead to the development of skills that will allow the full potential of each student to be achieved and lead to full and meaningful participation in community life. The students attending Wairoa are able to access the schools hydrotherapy sessions. These sessions are conducted under the instruction of the class teachers, who hold swim instruction qualifications and a group of dedicated volunteers who assist with the implementation of specific individual programs.

GIFTED EDUCATION

Redlands (2011)

K-12

1309

<http://www.redlands.nsw.edu.au/go/learning-environments/special-programs/gifted-and-talented>

AUSTRIA, Vienna

SPECIAL EDUCATION

International Christian School of Vienna (2011)

PK-12

198

http://www.icsv.at/elementary/elementary_general_info.htm VCS does not offer special education classes or IEPs (Individual Education Plans). Support, however, is provided for students with learning disabilities and difficulties, i.e. a tutoring class at the secondary level comprises 8 - 9 students in which the goal of the instructor(s) is to help these students succeed in other classes. The students learn study skills and are assisted with homework assignments in these tutoring classes. The teachers at VCS also offer accommodation in the classroom for students with learning difficulties by giving extended time on tests, giving written tests to students in an oral fashion, taking time after school for students' questions.

American International School of Vienna (2010)

PK-12

760

<http://www.ais.at/page.cfm?p=1> AIS offers support services for MILD disabled students. The school has a special education teacher at all three levels. There are no specific programs for the gifted and talented. Students are admitted on a case-by-case basis, depending on the resources that are required and available.

Vienna International School (2010)

PK-12

1,401

http://www.vis.ac.at/show_content2.php?s2id=130&language=en Primary Learning Support

http://www.vis.ac.at/show_content2.php?s2id=143&language=en Secondary Learning Support

There is a special educational needs program at VIS which aims to support the learning of all students offering advice and help particularly for those who need extra support in accessing the curriculum and those who would benefit from extension work. The school has two departments for learning support, one in the Primary and one in the Secondary school. These are staffed by qualified special needs teachers and are supported by a small team of educational support assistants. Both departments work closely with the school counselors. The majority of support provided takes place in the mainstream classroom but is flexible depending on the needs of the student.

AZERBAIJAN, Baku

SPECIAL EDUCATION

International School of Azerbaijan (2009)

PK-12

540

<http://www.tisa.az/index.htm> The school has no special provision for children with severe learning disabilities but a learning support specialist is on staff currently offering services to students with mild to moderate special needs. The school employs a combination push-in/pull-out program depending on the need.

QSI Baku International School (2009)

PK-12

187

http://www.qsi.org/azb_home/azb_home.htm BIS does not provide for special programs as such. The QSI educational philosophy of continuous progress mainstreams special needs and gifted students and typically does not support pullout programs. However, students are admitted on a case-by-case basis, based upon the staffing and educational resources that are required and available. The school is very flexible in this area.

BAHAMAS, Freeport

SPECIAL EDUCATION

Education Center (2011)

Telephone: 1-242-352-7428. This is a private facility. This school caters to school children with learning difficulties versus disabilities, such as children who have difficulty with reading or classroom learning. The school feels that some children have learning difficulties that have manifested themselves in behavior problems in the classroom. There is no school website at present. It is located on East Sunrise Highway. All school aged children are served here except for pre-schoolers. They **do not** have the capacity to deal with children that have learning disabilities such as autism or cerebral palsy.

The Beacon School (2011)

5-21 yrs

108

[Telephone: 1-242-352-8445](tel:1-242-352-8445). This school is a Bahamian government-run school in Freeport. It is the only school on the island that serves children with all types of learning disabilities, however they do not have any programs for the hearing or visually impaired child. The school follows the calendar of most other schools on island, having a break in the summer. The enrollment is open to non-Bahamians. Class size is 8-10 students, with 10 being the maximum number allowed per class. The school has been in existence for 35-40 years, with the current campus being in use since 1997. There is a speech/language therapist as well as a full time nurse on staff. Children are able to participate in physiotherapy at The Rand Hospital that is nearly adjacent to the school. While this school has in the past served at least one member of the U.S. Government dependent community, a parent is strongly encouraged to visit the school prior to making a decision as to the appropriateness of this facility for their child. Interviews within the Freeport community have yielded concerns with the school's resources being stretched beyond what they should. The only fees for the school are for gym clothing and books, usually totaling less than \$200. Insurance is also required, but current health insurance should be sufficient. There is no website. It is located on Frobisher Road in downtown Freeport.

BAHAMAS, Nassau**SPECIAL EDUCATION****Blairwood Academy (2011)**

K-12

100

www.blairwoodacademy.com. Blairwood Academy was founded in 1992 as an alternative education center for children with learning disabilities. The school supports 100 students with mild to severe educational needs from elementary through high school. There are several students with functioning attention-deficit/hyperactivity disorder (ADHD), others with autism, as well as various syndromes and several levels of mental retardation. The school has a caring environment and the majority of the staff, including the director, has appropriate credentials and training. In addition, BA also offers training and staff development to parents and professions throughout Nassau. The director and staff focus on educational growth and development, working with each child's strengths. Students are also provided with training and vocational education in order to become productive citizens who can function within the environment. BA has increased in size using one property which is owned and another which is rented. The present student population of 100 is the maximum number of students who can now be serviced. Presently there are many applicants on a waiting list.

Caribbean Center for Child Development (2011)

www.caribbeancenter.org/Home_Page.html. The Center was established in 2007 and has adopted a mission that states; "our mission and our strength lie in helping children with developmental delays and/or social and emotional challenges, from attention-deficit/hyperactivity disorder and learning disabilities to more severe challenges, such as autism, mental retardation, selective mutism and language delays. The clinical director and the development disabilities specialist work with a team of professionals in order to provide a myriad of services to meet the individual needs of each child. The specific services offered include: diagnostic assessments, individual and family therapy, speech and language therapy, occupational therapy, Lindamood-Bell interventions, developmental pediatrics and other services and therapies as needed. CCCD also uses current technology in their programs. There are on-line programs which are used to assist with the child's development, including the cognitive working memory training. I had the opportunity to observe this program which requires a trained individual as a teacher and guide. The director confirmed that her center and the programs offered have been very successful, with the more than 100 students in the Bahamas whom are receiving services and support.

Lyford Cay International School (2011)

PK-12

273

<http://www.lcis.bs/page.cfm?p=1> LCIS will consider enrollment for any student whose family subscribes to the principles of International Baccalaureate, whose needs can be met by the school's program and services and who can be integrated into a mainstream classroom environment. Lyford Cay has a professional staff member who evaluates students who are thereafter referred for special services. They also offer a reading resource program for mildly disabled students. The teacher utilizes the auditory discrimination method in instruction depth, which is a multisensory, phonetic approach.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-7-

St. Andrew's School (2011)

PK-13

831

<http://www.st-andrews.com/> Employs four teachers specialized in special needs and can serve children with mild disabilities.

Summit Academy (2011)

PS-6

150

<http://www.summitacademybahamas.net/curriculum.php> Research-based programs for students that have mild learning differences are offered. These programs in addition to the small classes and highly trained teachers greatly increase the likelihood of the student's academic success.

GIFTED AND TALENTED

Summit Academy (2011)

PS-6

150

<http://www.summitacademybahamas.net/curriculum.php> Summit offers an enrichment program for students that are considered intellectually gifted or above average.

BAHRAIN, Manama

SPECIAL EDUCATION

Alia School for Early Intervention (2011)

www.childbehavior.org/home.html Part of the Bahrain Society for children with behavioral and communication difficulties.

Bahrain School (DoDEA) (2011)

K-12

460

www.bahr-ehs.eu.dodea.edu Mild hearing impaired, mild learning disabled and mild speech impaired at all grade levels through the regular classroom and a resource room. Remedial programs in math and reading, speech therapy, learning impaired, and communication impaired.

The Children's Academy (2011)

3-9 yrs

24

<http://yp.theemiratesnetwork.com/goto/baccdf/> Affiliated with Alpha Plus Group in England. Caters to pupils who struggle to achieve. Work with students who dyslexia, dyscalculia, dyspraxia, speech and language delay, low levels of concentration and self-esteem, Down syndrome, autistic spectrum disorder, ADHD, developmental coordination disorder, and global development delay. Moderate learning disabled, seriously emotionally disturbed, and mentally retarded students can be accommodated. Mild physically handicapped can be accommodated. There are 5 therapists on staff.

GIFTED AND TALENTED

Bahrain School (DoDEA) (2011)

K-12

460

www.bahr-ehs.eu.dodea.edu Nominations can be made by the parents, teachers and staff. Evaluation and placement into the gifted program is done by a committee. Test scores and teacher evaluations are used.

BANGLADESH, Dhaka

SPECIAL EDUCATION

American International School Dhaka (2011)

PK-12

746

<http://www.aisdhaka.org> Mild learning disabled at all grade levels in the regular classroom and the use of a resource room. Mild speech impaired at the elementary grade levels. The school has a strong support system for students who are ESL. The city of Dhaka does not offer extensive support services. Contact the school early on, to determine if appropriate support services exist for specific needs.

Grace International School (2011)

PS-12

230

<http://www.graceinternationalschool.org> Mild learning disabled at the elementary grade levels.

International School of Dhaka (2009)

PK-12

574

<http://www.isdbd.org> Mild hearing impaired and speech impaired.

BARBADOS, Bridgetown

SPECIAL EDUCATION

Post Comments (2011)

Providence Elementary School, www.providenceelementary.ifp3.com/, has made specific efforts in accepting children with exceptional needs including three children on the Autistic spectrum. **The Codrington School**, www.codrington.edu.bb, offers very small class sizes, individualized instruction and is also willing to work with children with mild special needs. It should be noted that Special Education and specialized educational services for children with special needs are, in general, very limited in Barbados. There is also a small private school in Barbados called **Learning for Life**, www.smartstudying.com/privateschool.html, which caters to homeschoolers and children with ADD, Dyslexia and other learning issues.

BELARUS, Minsk

SPECIAL EDUCATION

International School of Minsk (2009)

PK-12

65

<http://minsk.qsischool.org/> Students are admitted on a case-by-case basis, based upon the staffing and educational resources that are required and available.

BELGIUM, Antwerp

SPECIAL EDUCATION

Antwerp International School (2010)

PS-12

<http://www.ais-antwerp.be/?CategoryID=477> Limited special education facilities. Children with special needs may be accepted if it is agreed that educational progress is possible. The final decision is the prerogative of the Administration.

BELGIUM, Brussels

SPECIAL EDUCATION

Post Comments (2011)

Some schools have full-time or part-time psychologists and therapists. If your child has a difficulty (whether or not it has been diagnosed), do not hesitate to ask whether the school has appropriate resources. You should provide the school with FULL details of your case, including reports of diagnosis or evaluation that may have been completed to facilitate the school's admission decision. This is especially important in the case of physical difficulties, since many schools in Belgium are ill-equipped to handle a physically handicapped child.

SHAPE (2011)

K-12

- 1) SHAPE Elementary School <http://www.shap-es.eu.dodea.edu/>
- 2) SHAPE High School <http://www.shap-hs.eu.dodea.edu/>

In the USAG BENELUX/SHAPE-Chièvres community, Mons, Belgium, DoDDS provides the following level of services.

- **Preschool (3-5 years of age):** Services are available for children with developmental delays and/or other identified disabilities who require daily or less frequent support in a developmental preschool classroom setting.
- **Autism Spectrum Disorder (ASD):** The schools provide direct instruction in the regular classroom or in a resource room. This location would not be appropriate for children with the diagnosis of autism who require individual support or more intensive special education service.
- **Communication/Speech Impaired:** Services are available to provide comprehensive speech and language interventions in individual, small group, and/or general education classroom settings.
- **Emotionally Impaired:** Part time services are available on an as-needed-basis to support children in the general education classroom. These services may not be available within the school complex. This placement would not be appropriate for children coming out of a residential placement and/or an alternative educational setting.

- *Intellectual Disability (Mental Retardation):* Services are available for children who have mild to moderate mental retardation and who require major curriculum modifications to receive instruction in the general education classroom (approximately 50% or greater). The majority of instruction may be in a resource room setting.
- *Specific Learning Disability:* Services are available to provide the majority of individualized instruction in a resource room setting (75% of the day or more).
- *Hearing Impaired:* Services are available on an as-needed-basis to provide consultation for students with hearing impairments who can be served in the general education classrooms. The Hearing Impaired Specialist is not located within the school complex and on-site visits may be limited. Minor environmental modifications and some special materials are available. Support is provided for children whose hearing disability is typically corrected with hearing aids. This is not an appropriate location for children who are deaf or who require the services of an interpreter.
- *Visually Impaired:* Consultation services are provided on an as-needed-basis to support children with low vision who can be served in a general education classroom. The Visually Impaired Specialist is not located within the school complex and on-site visits may be limited. This may include equipment for providing magnification and high contrast, large print books, and environmental modifications for light control and/or preferential seating. This is not an appropriate location for children who are blind and require pre-Braille or Braille instruction or orientation and mobility training.

Special Education Records : Parents of children enrolled in special education should hand-carry all pertinent school and medical documents to include their children's Individualized Education Program (IEP) and current testing and evaluation reports.

Community Help Service (2010)

www.chsbelgium.org The Children's Team at the Centre comprises a child psychiatrist, child psychologists and educational psychologists. They offer particular testing for specific areas of learning difficulty as well as assessments for behavioral or other problems. There is a charge for services.

The British School of Brussels (2010)

<http://www.britishschool.be/> Offers the services of a specialist Learning Support Department, Educational Psychologist and School Counselor for students who require additional help..

Brussels American School (DODEA) (2011)

<http://www.brus-ehs.eu.dodea.edu/> Special education services are provided for students with mild to moderate special education needs. The special education program is staffed by two full time special education teachers and a part-time school psychologist.

Brussels English Primary School (2011)

<http://www.beps.com/> There is a mild to moderate special needs program available. Each applicant requiring special education services is reviewed on a case by case basis. The school often finds that it can accommodate students with fairly serious special education needs.

The International School of Brussels (2011)

<http://www.isb.be/page.cfm?p=32> ISB has an extensive and comprehensive special education program. There are two special education coordinators working with special education faculty and a consulting interdisciplinary team offering: Speech language therapy; Occupational therapy; Counseling and Psycho-educational testing. There are self-contained classrooms for the more severely challenged students and an extensive integrated program for students with mild and moderate special education needs. Students with serious behavior problems are not admitted. The guideline in admitting students seems to be the individual students rights can't usurp the rights of the other children to learn without interruption. The professionals working in the learning support program have a strong sense of advocacy and vision for the special needs program. An ISB Individualized Diploma is granted for students graduating from the school's special education program. Some of the graduates take advantage of the Threshold Program offered at Leslie College in Boston.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-10-

St. John's International School (2011)

N-13

<http://www.stjohns.be/index.php> Special education services are available for mild and moderate special education needs. Speech therapists and occupational therapists are available. Parents are billed separately for the use of those services.

BELIZE, Belmopan**SPECIAL EDUCATION****QSI International School of Belize (2011)**

K-6

10-20

http://www.qsi.org/bze_home/bze_home.htm Due to the its small size, QSI International School of Belize will be able to accommodate mild to less than moderate special needs students.

BERMUDA, Hamilton**SPECIAL EDUCATION****Bright Beginnings Preschool (2009)**

2-4 yrs

50

Telephone: 441-238-5160 Mild learning disabled and physically handicapped. Teachers are flexible in regards to therapists visiting to work with children (ex. OT/PT, Vision, Speech) and are very accommodating of children with disabilities. Staff does not have specific training, but is comfortable learning from parents and qualified professionals. Open to having an aide assist with child.

Mount Saint Agnes Academy (2011)

K-12

<http://www.msa.bm/> There is one special needs instructor.

Saltus Grammar School (2011)

PK-12

1,000+

<http://www.saltus.bm/> There are two teachers dedicated to extra help support.

GIFTED AND TALENTED**Saltus Grammar School (2011)**

PK-12

1084

<http://www.saltus.bm/> Admission through standardized testing. The focus of the program is dictated by individual needs.

BOLIVIA, Cochabamba**SPECIAL EDUCATION****American International School of Bolivia (2009)**

PK3

340

<http://www.aisb.edu.bo/> AISB does not have an established special needs program, although they have admitted several disabled students. The learning style concept permeates the school and supports differentiated learning. The director and school psychologist work with individual students in order to address the specific needs of the children.

BOLIVIA, La Paz**SPECIAL EDUCATION****American Cooperative School (2010)**

PK-12

394

<http://www.acslp.org/> ACS has a limited Optimal Learning Center which serves students in kindergarten through eighth grade. It offers support in ESL, reading and LD. The school can and will accommodate mildly disabled.

BOSNIA and HERZOGOVINA, Sarajevo**QSI International School of Sarajevo (2011)**

PS-12

150

<http://www.qsi.ba/underconstruction/> Students are admitted on a case-by-case basis, based upon the staffing and educational resources that are required and available. The school has been very flexible in this area. Mild hearing impaired, learning disabled, mentally handicapped, speech impaired, and visually impaired can be handled with in the regular classroom.

BOTSWANA, Gaborone**SPECIAL EDUCATION**

Maru-a-Pula (2010) www.maruapula.org Mild to moderate learning disabled, mild speech impaired.	7-12	657
Northside Primary School (2010) http://www.northsideschool.net/ Mild to moderate emotionally disturbed, learning disabled; mild hearing impaired, orthopedically impaired, speech impaired and visually handicapped. There is access for the physically handicapped (i.e. ramp), the teachers and administrators have been trained to work with the learning disabled. There is staff trained to administer psychological tests and diagnose specific learning disabilities. All programs are school generated.	K-7	492
Thornhill Primary School (2010) http://www.thornhillprimary.ac.bw/welcome.html Mild emotionally disturbed and learning disabled.	R-7	638
Westwood International School (2010) http://www.westwoodis.com/learning_support.html Mild emotionally disturbed, learning disabled, mentally handicapped at all grades levels. Mild multiply handicapped and visually handicapped at the elementary grade levels. Mild speech impaired at the elementary and middle school grade levels. There is individual support for learning disabled. The school is accessible for the physically handicapped.	K-12	550

BRAZIL, Belo Horizonte**SPECIAL EDUCATION**

American School of Belo Horizonte (2011) http://www.eabh.com.br/eng/home.html Student study teams are organized to assist any student who is having difficulty with EABH's academic program. These teams are composed of administrators and teachers who are involved with the student. Parents are called in frequently to meet with the student study team to exchange ideas and formulate a remediation plan. You will be informed if we feel that the student study team will be necessary for your son's/daughter's progress. Mild Learning disabled.	K-12	----
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BRAZIL, Brasilia**SPECIAL EDUCATION**

Affinity Arts (2010) www.affinityarts.com.br Mild to moderate emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped and visually impaired. Mild to severe learning disabled, orthopedically impaired, and speech impaired. All students requiring accommodation are helped within the regular classroom. The school is accessible to the physically handicapped.	PK-2	80
Brasilia International School (2011) http://www.bischool.com.br . The school is flexible and willing to accept students with special needs.	K3-12	65
Escola Americana Brasilia (2011) http://www.graded.br/ The school has an established Optimal Learning program. About 25 students are served in an inclusion and a pullout LD-remedial resource program. A formal child study team meets regularly, including the elementary and high school counselors, principals, resource teacher, and ESL teachers. Individual Education Plans are developed and followed. Mild visually handicapped, speech impaired, multiply handicapped, mentally handicapped, learning disabled, hearing impaired, and emotionally disturbed can be accommodated at all grade levels.	PK-12	600
Escola das Nacoes/School of the Nations (2011) www.edn.org.br . Educating Students with special needs occurs through special curricular adaptations, individualized education plans and by involving specialized professionals. Teachers, coordinators, psychologists, and other staff members have access to the most current information and strategies that enable them to meet students' special or different needs and demands. The specific diagnosis of a student with special needs is done	K-12	790

outside the school. Teachers identify behaviors that merit attention and report them, using specific school procedures and formats for this purpose, to the Counseling or Psychology Department. The school's psychologist analyzes each case and takes the necessary steps to ensure that those students who require it are evaluated by a specialist with respect to the given child's behaviors, symptoms, and/or difficulties. Although the school does not have a formal Special Education Department, the school is dedicated to improving its learning environment and to better understanding and responding to students with different needs. An interdisciplinary team of professionals, including the School Psychologist or Counselor, Section Principal, Pedagogical Director, and outside experts, in conjunction with the student's teachers, designs a plan (IEP) for the student with the accommodations and services that the school is able to provide to facilitate the student's development, well-being and success in the school learning environment. As needed, the student's schedule and plan of study are adjusted.

GIFTED AND TALENTED

Brasilia International School (2010)

K3-12

90-120

<http://www.bischool.com.br> Admission through teacher recommendations, diagnostic testing – QRI Stanford. Focus of program is on enrichment and acceleration. Students are involved in the program depending on need, usually 1 to 3 times a week for 30-40 minutes.

Escola Americana Brasilia (2011)

PK-12

600

<http://www.graded.br/> Admission based on testing, interview, evaluation and IEP. Focus of the program and involvement in the program based on IEP.

BRAZIL, Recife

SPECIAL EDUCATION

American School of Recife (2011)

N-12

305

<http://www.ear.com.br/v2/english/> Mild learning disabled in the elementary grades.

BRAZIL, Rio de Janeiro

SPECIAL EDUCATION

The British School, Rio de Janeiro (2010)

K-12

1,891

<http://www.britishschool.g12.br/default.asp> Mild to moderate emotionally disturbed at all grade levels. Mild hearing impaired at the elementary and middle school grade levels. Mild learning disabled at all grade levels. Moderate to severe learning disabled at the elementary and middle school grade levels. Mild to severe multiply handicapped at the elementary grade levels. Mild orthopedically impaired at all grade levels. Moderate orthopedically impaired at elementary and middle school grade levels. Severe orthopedically impaired at the elementary grade levels. The school is accessible for the physically handicapped. The school has in-class support and withdrawal as appropriate. A team of SEN staff and learning mentors work alongside all teaching staff.

Escola Americana do Rio de Janeiro (2011)

K-12

830

<http://www.earj.com.br/admissions/admissions-factors/?searchterm=special%20needs> Mild emotionally disturbed, learning disabled, mentally handicapped, orthopedically impaired, and speech impaired. The school has very limited access for the physically handicapped.

BRAZIL, Sao Paulo

SPECIAL EDUCATION

Associacao Escola Graduada de Sao Paulo (2010)

PK-12

1,225

<http://www.graded.br/page.cfm?p=369> Lower School

<http://www.graded.br/page.cfm?p=237#Optimal> Middle School

<http://www.graded.br/page.cfm?p=270> High School

Mild hearing impaired, learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated at all grade levels. There is access for the physically handicapped (i.e. ramp). All academic services are provided with the expectation that the student will be mainstreamed and that they will be able to meet grade level requirements. The curriculum is NOT modified.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-13-

Pan American Christian School (2010)

PK-12

348

<http://www.paca.com.br/> Mild learning disabled at the elementary grade level and mild multiply handicapped at all grade levels. There is access for the physically handicapped (i.e. ramp).

GIFTED AND TALENTED

Pan American Christian School (2010)

PK-12

348

<http://www.paca.com.br/> The school has enriched curriculum for gifted and talented students. In the High School (9-12) the school has an honors program whose focus is advanced level work in traditional academic content areas. Admission to the program is based on cumulative GPA.

BRUNEI, Bandar Seri Begawan

SPECIAL EDUCATION

International School Brunei (2009)

1-13

901

Telephone: (673) 233 0608 The school has some services for special needs students, and the school previously enrolled a Down syndrome student as well as autistic students. The school also has had physically handicapped students and is able to provide accessibility for wheelchair-bound students. The school has also had students at school with "shadow teachers" to provide assistance as needed.

BULGARIA, Sofia

SPECIAL EDUCATION

Anglo-American School (2011)

P-12

350

<http://www.aas-sofia.org/academic/specialservices/> The school offers services for students with special needs. The program is designed to serve students with mild to moderate learning disabilities.

GIFTED AND TALENTED

American College of Sofia (2010)

8-12

700

<http://www.acs.bg/Default.aspx> Focus of program is on enrichment, acceleration, creative thinking, critical thinking, problem solving, advanced level work, and responsibility to themselves, their peers, their teachers, and the community. The standards and expectations and achievement levels are very high. The entire program is an honors program. Students spend 100% of their time each week within the program.

BURKINA FASO, Ouagadougou

SPECIAL EDUCATION

International School of Ouagadougou (2011)

PK-12

190

<http://www.iso.bf/iso-program/curriculum> The school can accommodate students with mild learning challenges, although they do not have specialized staff. Families must submit an IEP or education testing results so that the school can determine whether they can meet the educational needs of each student.

BURMA, Rangoon

SPECIAL EDUCATION

Yangon International School (2009)

K-12

237

<http://www.yismyanmar.net/> Mild learning disabled.

CAMBODIA, Phnom Penh

SPECIAL EDUCATION

International School of Phnom Penh (2010)

PS-12

600

<http://www.ispp.edu.kh/Academics/StudentSupportServices.aspx> The school can accommodate mild to moderate learning disabled students at all grade levels. The school is not accessible for the physically handicapped. Staff has been trained to administer psychological tests and diagnose specific learning disabilities. Teachers and administrators have been trained to work with the learning disabled. There is a learning support teacher.

COUNTRY/CITY/SCHOOL**GRADES****ENROLLMENT**

-14-

Northbridge International School Cambodia (2011)

N-12

312

<http://www.niscambodia.com/> Mild hearing impaired, learning disabled, orthopedically impaired, speech impaired and visually handicapped students can be accommodated. The school is not accessible for the physically handicapped. The school has a limited capacity to help special needs students.

GIFTED AND TALENTED**International School of Phnom Penh (2010)**

PS-12

600

<http://www.ispp.edu.kh/> The school has accelerated programs within classes. The program is a part of every class at every level.

CAMEROON, Douala**SPECIAL EDUCATION****American School of Douala (2010)**

PK-10

115

<http://www.asddouala.com/> ASD is willing to consider admitting students with special needs, as long as the school determines that the child's needs can be met. Because of the flexible instructional atmosphere and small class size, it is likely that students with mild special needs can be accommodated.

CAMEROON, Yaounde**SPECIAL EDUCATION****American School of Yaounde (2011)**

PK-12

163

<http://asoy.org/studentsupportservices.html> Despite the relatively small size of the school, the needs of mild to moderate special needs students can be met depending on the particular accommodations required. Each application is judged on the basis of the psycho-educational assessment presented.

CANADA**Country Comments (2011)**

www.ourkids.net Website with information on school options throughout Canada. It includes boarding schools, Montessori schools, private preschools, **special needs schools**, Christian schools, and military schools.

CANADA, Calgary**SPECIAL EDUCATION**

Calgary public schools provide service and support to children with special needs as guided by the [Standards for Special Education \(June 2004\)](#) from Alberta Education. The province defines special education as "education of students with mild, moderate, or severe disabilities and/or those who are gifted and talented." For specific information on services, parents may contact the principal at the school(s) of their choice or [email](#) the Special Education Department of CBE. Private, separate and charter schools will need to be contacted directly for information on special education programs. With the exception of DSEPS, private schools are not required to enroll students with special education needs. However, [Calgary Academy](#) and other private schools also offer excellent opportunities for children facing a variety of educational challenges. (2011)

CANADA, Halifax**SPECIAL EDUCATION****Post Comments (2010)**

Halifax has facilities for the education of the mentally handicapped (grades 1 to 9), the physically handicapped (grades 1 to 12), and the mentally disturbed and those with behavioral difficulties (grades 1 to 9). Transportation is provided if necessary and, in very special cases, teaching in the home. A school for the blind (grades 1 to 11) is also located in Halifax. An effort is made to keep visually handicapped children within the regular school system, particularly at the high school level.

CANADA, Montreal**SPECIAL EDUCATION****Post Comments (2009)**

As far as programs for children with special needs are concerned, there are some school options, but not many. Quebec is currently in the process of integrating special needs students into mainstream schools which are predominantly french. The availability for special assistance in the classroom is increasing, but more still needs to be done. Check with the school systems directly for more pertinent information, because each child's needs are distinct.

CANADA, Ottawa, Ontario**SPECIAL EDUCATION****Special Needs in Ontario (2010)**

Children who have behavioral or communication disorders, or intellectual, physical or multiple disabilities, or who are gifted, may require special education services or special education programs in order to enable them to attend school and to benefit fully from their school experience. School boards receive funding from the Ministry of Education to provide such programs and services in their schools across Ontario. There is a process by which the needs and learning expectations of an exceptional student would be identified.

Information about special education is provided on the Ministry's web site at:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html>

If you would like information on special education programs available in Ontario, please contact the local district school board. You will find a list of school boards in Ontario on the ministry website at the following address: <http://www.edu.gov.on.ca/eng/general/list/bordlist.html>

At the following website you will find a list of private schools in Ontario. To obtain information about their programs and tuition fees, you should contact them directly. All contracts are the responsibility of the applicant and the private school. <http://www.edu.gov.on.ca/eng/general/elemsec/privschr/index.html>

Students coming from another country and entering school in Ontario are evaluated by the receiving school principal and placed into the school system based on that evaluation. All relevant academic records, such as report cards and transcripts, should be provided to the principal at the new school for evaluation.

<http://ourkids.net/special-needs-schools-ontario.php> lists private schools that offer special needs program.

Tancook Bell
www.tancookbell.ca

6-12 ---

Sphere College
www.collegespherecollege.com

13 yrs onwards ---

CANADA, Toronto, Ontario**SPECIAL EDUCATION****Post Comments (2010)**

Education is the responsibility of each province in Canada. In Ontario, public and catholic schools are funded by the Ministry of Education. Children who have behavioral or communication disorders, or intellectual, physical or multiple disabilities, or who are gifted, may require special education services or special education programs in order to enable them to attend school and to benefit fully from their school experience. School boards receive funding from the Ministry of Education to provide such programs and services in their schools across Ontario. There is a process by which the needs and learning expectations of an exceptional student would be identified.

Information about special education is provided on the Ministry's web site at:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html>

If you would like information on special education programs available in Ontario, please contact the local district school board. You will find a list of school boards in Ontario on the ministry website at the following address:

<http://www.edu.gov.on.ca/eng/general/list/bordlist.html>

At the following website you will find a list of private schools in Ontario. To obtain information about their programs and tuition fees, you should contact them directly. All contracts are the responsibility of the applicant and the private school. <http://www.edu.gov.on.ca/eng/general/elemsec/privschr/index.html>

Students coming from another country and entering school in Ontario are evaluated by the receiving school principal and placed into the school system based on that evaluation. All relevant academic records, such as report cards and transcripts, should be provided to the principal at the new school for evaluation.

SPECIAL EDUCATION RESOURCES

The link to Ministry of Education's website for special education is as follows:

<http://www.edu.gov.on.ca/eng/general/elemsec/specced/specced.html>

The University of Toronto's website is: <http://www.snow.utoronto.ca>

In addition to above resources the websites for the schools listed below can be found at:

<http://ourkids.net/special-needs-schools-ontario.php>

CANADA, Vancouver, British Columbia

SPECIAL EDUCATION

Mediated Learning Academy (2011)

K-12

<http://www.mediatedlearningacademy.org/home> The Mediated Learning Academy is a new and innovative special education institute for children from kindergarten to grade twelve.

CHILE, Santiago

SPECIAL EDUCATION

Post Comments (2010)

Resources for learning disabled children at schools in Santiago are limited. Some special education reading programs are offered and some other remedial help is available, but NONE of the schools are equipped to handle problems beyond the mildest learning disabilities. Tutors are available in most subjects. It is NOT recommended that you accept assignment to Santiago if you have a child with moderate or severe emotional or learning problems.

International School Nido de Aguilas (2011)

PK-12

1,542

<http://www.nido.cl/> Mild learning disabled at the elementary and middle school grade levels. The school has limited access for the physically handicapped.

Santiago College (2010)

PK-12

1,823

<http://www.scollege.cl/en/> The school has support for mild hearing impairments at all grade levels, and mild to moderate learning disabilities at the elementary and middle school grade levels, and mild visual handicaps at the elementary grade levels. The school is accessible for the physically handicapped.

GIFTED AND TALENTED

International School Nido de Aguilas (2011)

K-5

1,542

<http://www.nido.cl/> Students are referred for evaluation either by the classroom teacher or through admissions screening. If someone wants to refer a student for evaluation they must: fill out a PEP General Referral Form and; classroom teacher fills out a PEP Teacher Nomination Form. Only the top 2-3% will qualify for GT services in any school setting. The pull-out aspect of G/T programs, including Nido de Aguilas program, is created for those students who truly need an additional challenge outside of the regular classroom. Standardized test scores should be at or above 90th percentile; indicators in the student's record need to demonstrate consistent above grade level performance and student initiative; classroom teacher rates the student in the areas of academics, social, emotional, and creative characteristics on the PEP form. The program is primarily a combination of pull-out classes and push-in whole class lessons complemented with differentiation and compacting. Students in the program meet twice a week for 40 minutes.

CHINA, Beijing**SPECIAL EDUCATION****3e International School (2011)**

N-3

178

www.3eik.com Children with special needs are considered on a case by case basis to ensure that all needs can be met if admitted.

Beijing BISS International School (2011)

K-12

318

www.biss.com.cn Mild learning disabled at all grade levels can be accommodated in the regular classroom and through a resource room. Moderate learning disabled at the elementary and middle school grade levels in the regular classroom and resource room. Mild multiply handicapped and visually handicapped in the elementary and middle school grade levels. Mild orthopedically impaired and speech impaired at the elementary school grade level. The school is not accessible for the physically handicapped.

Beijing City International School - BCIS (2011)

PK-12

655

www.bcis.cn BCIS provides learning support for those students who require additional assistance in mastering the curriculum. Acceptance into the school for children with special needs is made on a case by case basis. The determination is based on whether the school has sufficient expertise and resources to accommodate the student. BCIS personnel do not diagnose disabilities.

The British School of Beijing (2011)

1-18 yrs

1200

www.britishschool.org.cn We do not offer a comprehensive SEN program. We have a specialist SEN teacher who can offer a moderate SEN care whilst at school. We do offer the support of a one-to-one TA for any student that may need the additional support during their lessons.

Care for Children School (2011)

20

www.careforchildren.com The school has 4 special education classroom (2 half-day, 2 full-day) programs designed to meet the specialized needs of virtually any child with a disability or impairment. All teachers are special education certified and/or experienced and we maintain very low student to teacher ratios (3:1 max). We also have trained and certified therapists on staff who can provide Speech, Occupational, Physical therapies, as well as educational assessments and behavioral support. They are working to further develop their inclusion opportunities for their students within nearby mainstream international schools.

Dulwich College Beijing (2011)

PK-12

1,298

www.dulwich-beijing.cn The school accepts students with learning needs on a case by case basis. Mild needs are supported either through in class or pull out sessions. Students needing extra support are requested to hire a shadow at their own expense. They do not have services for severe learning needs which may require professional service such as speech or physiotherapy.

Harrow International School Beijing (2011)

EY-13

430

www.harrowbeijing.cn Harrow School has the staff to benefit mainstream special needs students. They do this within the classroom, with a maximum of 1 hour pull-out a week. Within the school they integrate mild learning disabled, speech impaired, orthopedically impaired, sight impaired, and emotionally disturbed. There is staff on site trained to diagnose disabilities and teachers with special needs teachers available in the community able to come in and work with individual students if they have a difference not already specifically catered for by the school.

International Montessori School of Beijing (2011)

PK-12yrs

www.msb.edu.cn During the admission process, students with learning difficulties are evaluated on an individual basis to determine if the school can provide for their needs. MSB requires applicants with previously identified learning needs to provide past school records, evaluations and accurate information of multi-disciplinary services in use. Whilst MSB believes wholeheartedly in supporting children with developmental challenges, the school cannot provide comprehensive special education services and is not able to admit students with severe learning, language or behavioral needs. For those students who are admitted with learning support needs, a fee will be levied to cover all additional manpower costs. As a reputable and experienced school, MSB will do its utmost to assist children who are identified with additional needs. In the event that the school deems a child in need of additional assistance during the course of the school year, MSB will work with the parents to provide the best care

and support for their child. Additional needs include, but are not limited to: regular learning support, speech therapy, psycho-educational evaluation, a full-time shadow, extra/additional EAL, etc. Should the parents of a child who has been identified as needing any additional assistance, as per examples above, refuse to agree to MSB's plan for support, the school reserves the right to withdraw the child from the school. Costs for all additional services for the current year are available from the finance department.

International School of Beijing – Shunyi (2011)

PK-12

1,886

www.isb.bj.edu.cn Learning Support Policy: In support of the mission, purpose, and philosophy of the School, as existing space and resources allow, students with mild learning needs will be admitted in accordance with the School's admissions policy. Decisions regarding admission and services for a student will be made on a case-by-case basis within the policy parameters.

A student with a mild learning need is defined as a student who: requires not more than an average of 60 minutes per day of individual and/or small group support receives support services from a learning support teacher, and/or speech and language specialist, and/or counselor in order to be successful in the standards based academic program offered in the core mainstream instructional program.

The Board tasks the Administration with developing and articulating a rationale for matching student needs with staffing and other resources. The Student Support Team will at least annually, assess and review student progress and resulting needs. The Director or designee will periodically review the effectiveness of the programs and supports for students with mild learning needs and provide recommendations for improvement as needed. The type and level of support services offered to individual students as determined by the Student Support Team, will be designed to foster student academic achievement. Learning support services are designed to encourage positive relationships between the students, parents, teachers, specialists, and other school personnel.

The School accommodates students with special needs within the parameters of its existing resources and program options. If the Student Support Team determines that those resources are inadequate to meet an individual student's needs, the division principal may deny admission or continued enrollment. The program for students with mild learning needs will be consistent with the adopted standards-based and assessment driven model in order to foster successful teaching and learning in every classroom. Learning support services are not intended to provide an alternative course of study; rather they are intended to help a student be successful within the regular school curriculum. Classroom teachers maintain primary responsibility for the instruction and work in collaboration with the learning support specialists to ensure a student's learning needs are met.

The School does not have an educational program for:

- A student with moderate to severe learning needs. A student with moderate to severe learning needs is defined as one who requires more than an average of 60 minutes per day individual or small group support in order to be successful within the core academic program.
- A student who requires intensive remediation or a self-contained learning environment.
- A student with moderate to severe cognitive, developmental, physical and/or emotional needs/disabilities.
- A student who exhibits a continual pattern of behavior in the classroom that is disruptive to the learning process.

The Student Support Team generally consists of an Administrator or designee, Counselor, Learning Support Teacher, and Classroom Teacher who interacts directly with the child.

Western Academy of Beijing (2011)

N-12

1,550

www.wab.edu Students are eligible for admission if it is believed that WAB can meet their emotional, social, physical and academic needs. WAB can offer places at each grade level to a limited number of students with mild learning difficulties. For these students, assistance is provided by our Learning Support Center, both in and out of the classroom as appropriate, usually in small groups and occasionally on an individual basis.

Since WAB does not have separate classes for children with learning difficulties, a primary consideration in offering a place will be the student's ability to access the regular curriculum with limited support. WAB also takes into account the number of other students requiring learning support in the grade level applied for, and the level of resources needed to support the applicant. Thus, while WAB recognizes the value for all children of the social learning which can occur through contact with a peer group, places cannot be offered to students who need extensive program modifications, an alternate curriculum or constant support. In accepting students with learning

difficulties, WAB usually also adheres to the school admissions policy of placing students by chronological age and educational background, so the ability to function with a group of similarly aged students is an important factor. WAB is also able to accept some students with minor physical disabilities, although expertise with any type of adaptive communications systems is not available. The school reserves the right (in consultation with the parents) to conduct all necessary assessments and obtain copies of all previous reports and records. We will offer a provisional place only to those students who we believe can benefit from the educational program we provide.

Yew Chung International School of Beijing (2011)

K2-12

www.ycis-bj.com There are limits to the range of services provided, resources obtainable, teacher and specialist expertise available in YCIS. For this reason, YCIS can only accept students with mild learning difficulties, i.e. those children who can work successfully in a regular classroom environment with minimum support. The school reserves the right (in consultation with the parents) to review all prior school reports, recommendations, and external assessments, and conduct an interview to determine the student's level of need. The school will only accept students whom we believe will be successful in the YCIS program. Should a special educational need be identified after entrance (or a more serious need develop), the school reserves the right to review the placement.

GIFTED AND TALENTED

Dulwich College Beijing (2011)

PK – 12

1,298

www.dulwich-beijing.cn The school offers enrichment, acceleration, and adjustments for students as needed.

Western Academy of Beijing (2011)

N-12

1,550

www.wab.edu WAB believes that while all our students have strengths that must be valued and promoted, there are students whose educational needs are different from their age peers due to the nature of their gifts. To ensure that the needs of students identified as gifted are appreciated and supported, the WAB curriculum provides a flexible range of options to assist gifted students to maximize their potential. Learning experiences within the classroom are regularly differentiated, and in collaboration with WAB's gifted support services, strategies such as flexible grouping, curriculum compacting and extension and enrichment of the core curriculum are offered, as appropriate. In order to facilitate appropriate provision for gifted students, WAB will assess the students' levels of ability and achievement. Multiple criteria are used whenever possible.

CHINA, Chengdu

SPECIAL EDUCATION

Chengdu International School (2009)

PK-12

220

<http://www.cdischina.com/admissions/requirements.php> School is willing to work with parents to handle mild learning disabilities and willing to accept special needs students on a case by case basis.

QSI International School of Chengdu (2009)

PK-12

119

<http://chengdu.qsischool.org/> Mild hearing impaired and mild learning disabled.

GIFTED AND TALENTED

Chengdu International School (2009)

PK-12

220

<http://www.cdischina.com> Admission to the gifted program is through readiness screening; Computation Math and English Language Screening (CDIS Instruments). Students are managed with Individual Learning Plans (IEP).

CHINA, Guangzhou

SPECIAL EDUCATION

American International School of Guangzhou (2011)

PK-12

963

http://www.aisgz.org/element/index.php?option=com_content&task=view&id=443&Itemid=347

AISG has limited resources to work with students who have special educational or social/emotional needs. The needs of students with learning difficulties should be discussed with the Admissions Office prior to submitting an application in order to determine whether the necessary support is available at AISG and in Guangzhou. This includes speech/language therapy and occupational therapy. Also, please note that AISG facilities are not barrier-free. Students enrolled in our Learning Support program are invoiced an additional US\$1000 annually.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-20-

Utahloy International School (2009)

PK-12

813

<http://www.utahloy.com/gz/> The school provides services for special needs students and permits parents to arrange for “shadow teachers” who can work with individual students.

CHINA, Hong Kong**SPECIAL EDUCATION****Autism Partnership School (2010)**

4.8 yrs-adolescents

www.autismpartnership.com.hk Run by the Autism Partnership foundation, a charity organization, the school uses applied behavior analysis.

Children’s Institute of Hong Kong (2011)

www.tcihk.org The Children's Institute of Hong Kong (TCI) is a private, non profit charitable organization established in 2003 set up solely to offer educational support services for children who cannot learn in a mainstream environment as well as providing academic and behavioral support for children in typical education settings. TCI is the first registered school in Hong Kong set up solely to educate children who fall within the Autistic Spectrum. Educational clinics are held with teachers, parents and helpers to address any learning changes or concerns. This helps to provide consistency between the home and school environments. The Children's Institute has an open door policy. Any parent or member of the community can come by and observe the program and the work it is doing at any time. No appointment is necessary. TCI encourages both parent and community involvement.

English School Foundation (2011)

K-12

12,000

<http://www.esf.edu.hk/overview-sen> ESF offers three broad options for students with special educational needs, based upon identification of need using the ESF Levels of Adjustment 1 to 6 (click [here](#) to view the Levels of Adjustment framework). Firstly, within mainstream classes in kindergartens, primary schools and secondary schools (Levels 1 & 2), secondly within learning support centers in some primary and secondary schools (Levels 3 & 4) and thirdly within the Jockey Club Sarah Roe School (Levels 5 & 6).

Hong Kong International School (2011)

PK-12

2,648

<http://www.hkis.edu.hk> All students accepted into HKIS, including those students with special needs, join regular HKIS classes and study alongside the other students. HKIS provides supplemental services for students with mild learning needs. Students with special needs are admitted when their individual needs can be met through the amount and kind of support that HKIS currently provides. This does not exclude students who receive additional specialized support outside HKIS, provided this support helps them to be successful in the regular school program. It should be understood however, that those students who need extensive support by the school outside the regular classroom setting, may have difficulty gaining admission. Parents whose child has special needs are encouraged to consult directly with HKIS before applying for admission, to determine if the specific necessary resources are available. Supporting documents for the admission of students with special needs should include the child's most recent Educational and Psychological Assessment reports as well as copies of the Individual Education Plan (IEP) from the applicant's current school. Admission decisions for students with special needs are made by an Admissions Committee that includes, the Director of Student Services, Director of Admissions, Division Principal, Learning Specialist and/or School Psychologist, Counselor and classroom teacher.

The Harbour School (2011)

PK-3

www.theharbourschool.edu.hk This is a small primary school which offers individualized programs for children and can provide some special needs help. Most teachers have special education training. Works closely with Children’s Institute of Hong Kong which is located in the same facility and the children from both programs interact as appropriate.

Hong Kong Academy (2011)

PK-8

320

www.hkacademy.edu.hk The school has made significant additions to its staff over the past three years. With a current staff of 15 support teachers HKA is proud to be able to offer the services of a Speech Therapist, an Occupational Therapist and a range of other qualified learning support teachers. To the best of its ability and resources, the school enrolls students with special educational needs, learning differences, and physical disabilities. The principal considerations in admitting children with special needs are that:

- the school has a high degree of confidence that it is able to meet the student's academic, social and emotional needs
- Those needs can be met largely, if not exclusively, in a mainstream environment with differentiation and support of the teacher and special needs personnel in the classroom
- The child's learning differences and needs do not impede achievement of the overall learning objectives of the class

There is a high degree of parental support for the school's program.

Kellett School (2011)

R-YR 10

www.kellettschool.com Both the Primary and Secondary Sections have a limited number of places available for students with Special Educational Needs whose individual requirements can be met in a mainstream setting.

Rainbow Project (2010)

PK-adult

www.rainbowproject.org/ Education program for ASD children that specializes in speech and language therapy, occupational therapy and sensory integration services.

GIFTED AND TALENTED

The Harbour School (2011)

K-YR7

www.theharbourschool.edu.hk Programming for academically or artistically advanced: Children with advanced abilities or skills require special programming that extends their reasoning, develops leadership skills, and allows them to progress at an accelerated pace in their areas of strength. This can be done through pull-out programming, the use of technology, or the use of external distance learning programs. (For example, we have several children who work online with the Johns Hopkins Center for Talented Youth in lieu of or in addition to the classroom programming in math.) We also have a support team member who is tasked with extending or adapting curriculum to address the specific academic or artistic talents of our students.

Hong Kong Academy for Gifted Education (2010)

www.hkage.org.hk/ The Hong Kong Academy for Gifted Education- (not affiliated with Hong Kong Academy). Their focus is to promote more structured, articulated and challenging off-site programs for students with exceptional talent. Ages 10-18 year olds.

CHINA, Shanghai

SPECIAL EDUCATION

Post Comments (2011)

Special Education Options: Each of the international schools is able to accept cases with very mild special needs. Please contact the admissions director early in the process to find out if the school is able to accept your child.

- **Essential Learning Group** (formerly Creative Garden Center) - <http://www.essentiallearninggroup.com/> Autism, developmental delays, and moderate to severe learning disabilities. They offer services and work with schools. One service offered is helping to determine which school is right for/will accept your special needs child.
- **Olivia's Place** - <http://www.oliviasplace.org/home> Serves special needs children – with physical, occupational, speech therapies, behavioral therapy, educational psychologists, etc.
- **Rainbow Bridge International School** - www.rbischina.org Can offer help for mild learning disabilities and physically handicapped. There are no ramps for wheelchairs at this time.

Gifted and Talented Options:

- **Shanghai American School** - www.saschina.org SAS differentiates the program within the classroom. The middle and high school programs are college preparatory and are honors level. The school offers AP & IB programs in high school on both campuses.
- **Essential Learning Group** (formerly Creative Garden Center) - <http://www.essentiallearninggroup.com/> Offers special after-school programs for students who are gifted and talented.

Shanghai American School (2010)

PK-12

2,900

www.saschina.org The school provides limited services for special needs students. There is a learning support team at each level, and each campus has a psychologist. Both tutoring and general academic support are available.

Shanghai Community International Schools (2011)

K-12

2,079

www.scischina.org SCIS does not have a special needs program and offers mild support within the classroom. They have a Learning Resource Specialist, who works with children when needed, within their normal classes, with minimal pull-out support. The applicant's needs are evaluated, on an individual basis, by the Director of Admissions and by the Principals to determine if SCIS will be able to offer the support needed. SCIS does work alongside the Essential Learning Group, who offer support to students with special needs, outside of the school day.

Yew Chung International School (2011)

1-12

2,100

www.ycef.com SEN referral:

1. The Admissions Officer interviews prospective Yew Chung students. If SEN issues are revealed the Primary / Secondary Coordinator and / or SEN Teacher may be involved to identify SEN issues before the student is enrolled at the School. Yew Chung staff also consult reports from a previous school and request reports from other professionals if available. Parents may bring an area of concern to the attention of the classroom teacher, Primary / Secondary Coordinator or SEN teacher.

2. A classroom teacher or specialist teacher will complete a referral form in order to refer a student for SEN input when the student:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in curriculum areas
- presents persistent emotional or behavioral difficulties which are not ameliorated by the behavior management techniques usually employed in the school
- has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- has sensory or physical problems, and continues to make little or no progress

3. All relevant sections of the referral sheet should be completed by the teacher. Relevant reports and / or samples of work should be attached. The referral sheet can be emailed to the SEN teacher or placed in the SEN teacher's pigeonhole in the Primary staff room.

4. Once a referral has been received the SEN teacher will access the student's main file in the Office to investigate relevant information. The SEN teacher may also speak with relevant teachers. The SEN teacher will then observe the referred student in identified classes.

5. If the student is identified as needing SEN support the SEN teacher will contact the parents to seek permission for the student to participate in the SEN Program. If permission is given the SEN teacher will place the student on the SEN register. The register is divided into three levels:

- *Level 1 - students who have been identified by class teachers, but the class teacher can provide an adequate differentiated program for the student (SEN teacher is aware of the student and will monitor progress). An IEP is not required.*
- *Level 2 - students who have been identified / assessed to have special needs and require input from SEN teacher - covers the majority of our SEN students. (School Action)*
- *Level 3 - students who have been identified / assessed to have special needs and require input and daily monitoring from SEN teacher, SEN Assistant and an IEP is developed. (School Action Plus)*

6. The SEN teacher will discuss program options with relevant teachers. The SEN teacher may support the student with 1:1 withdrawal, small group work or support within regular classes.

7. After an adequate observation period the SEN teacher will meet with relevant teachers to discuss IEP content. When appropriate the student will be involved in planning IEP goals. The SEN teacher will write the IEP and pass on to relevant teachers to make any changes. Once the teachers agree on the content the SEN teacher will pass the IEP onto the Primary / Secondary Coordinator to check.

8. The SEN teacher will organize a time to meet with the parents, student (when appropriate) and relevant teachers to discuss the IEP and ask for parental input. The Primary / Secondary Coordinator will attend the IEP meeting if he feels it necessary.

9. The SEN teacher will make any changes to the IEP and send two copies home, one copy for the parents to sign and return to school and a copy for the parents to keep for their records. The SEN teacher will copy the signed IEP and give copies to relevant teachers, Primary / Secondary Coordinator and put a copy on the student's main file and learning support file. When appropriate, IEP's will be translated into the students' home language.

10. Each term the SEN teacher will arrange a meeting between the student (if appropriate) parents, relevant teachers and possibly the Primary / Secondary Coordinator to review the IEP and modify the strategies when necessary. The SEN teacher will make any changes to the IEP and send two copies home, one copy for the parents to sign and return to school and a second copy for the parents to keep for their records. The SEN teacher will copy the signed IEP and give copies to relevant teachers, the Primary / Secondary Coordinator and put a copy on the student's main file and SEN file.

11. The SEN teacher will continue to work with the student until assessment confirms that SEN input is no longer required.

GIFTED AND TALENTED

Shanghai American School (2010)

PK-12

2,900

www.saschina.org SAS differentiates the program within the classroom. The middle and high school programs are college preparatory and are honors level. The school offers AP & IB programs in high school on both campuses.

Concordia International School (2010)

PK-12

1,070

www.ciss.com.cn Acceleration and advanced level work.

COLOMBIA, Bogota

SPECIAL EDUCATION

Post Comments (2010)

Programs and services for certain special needs children are available at Colegio Nueva Granada, through the learning center.. However, the school stresses the fact that it is not a special education school. Their Learning Center serves students with learning disabilities offering pull out and inclusion programs, as well as occupational and speech/language therapy. Complete psychological assessment is available. A sensory motor program makes part of the curriculum in K-4, aiming at strengthening motor and perceptual skills. When transferring between schools it is important for documentation to be complete. Transcripts should be sent directly to the school. Parents are advised to hand carry the following documentation, if applicable: all former psychological evaluations (including copies of all testing), former and current IEP, speech/language and occupational therapy evaluations, hearing and eye exam results, and teacher evaluations. Colegio Gran Bretana also has a small special needs program and is an option for many children requiring those services.

Colegio Gran Bretana (2010)

PK-12

451

<http://www.cgb.edu.co/> Programs and services for learning disabled, mild emotionally disturbed and speech impaired are available through the Department of Exceptional Needs. They have two psychologists, a special needs instructor, and occupational therapist and privately hired tutors. They offer assessment, diagnoses, counseling and design of Individual Education Plans.

Colegio Nueva Granada (2011)

PK-12

1,802

www.cng.edu Mild to severe emotionally disturbed at all grade levels. Mild to moderate learning disabled at all grade levels. Mild mentally handicapped at all grade levels. Mild to severe multiply handicapped at all grade levels. Mild speech impaired at all grade levels. The majority of the building is accessible to the physically handicapped student. The staff has been trained to administer psychological tests and to diagnose specific learning disabilities. They offer pull-out and inclusion programs, as well as occupational and speech/language therapy. They have a pool of outside professionals such as psychiatrists, neurologists, etc. and students attending these consultations are monitored by the school psychologists. They are NOT a special education school.

CONGO, Kinshasa**SPECIAL EDUCATION****The American School of Kinshasa (2011)**

PK-12

280

<http://www.tasok.net/welcome.html> The school does not have special educators on the staff and although they are willing to differentiate for students with very minor exceptionalities, families should send all testing and other school records to the school for review before accepting an assignment to Kinshasa.

COSTA RICA, San Jose**SPECIAL EDUCATION****American International School (2011)**

PK-12

222

www.aiscr.net Mild to moderate emotionally disturbed and learning disabled at all grade levels. Mild mentally handicapped at the elementary school grade levels. Mild orthopedically impaired at all grade levels. Teachers and administrators have received special training to work with the learning disabled and other types of handicaps.

Blue Valley School (2011)

K-11

699

www.bluevalley.ed.cr Mild Hearing impaired at the elementary grade levels can be accommodated in the regular classroom; Mild Learning Disabled at all grade levels can be accommodated in the regular classroom. Mild visually handicapped at the middle school grade levels can be accommodated in the regular classroom. The school is accessible for the physically handicapped.

Centro de Aprendizaje Kreativo (2011)

www.ceakcr.com They work with students from preschool through high school grade levels. They can assess learning disabilities, attention deficit disorder, early intervention, language delay, and learning style. They have staff qualified to deal with speech therapy, physical therapy, and learning disability.

Centro Educativo Integral – Kappla (2010)

www.kallpacr.com Special Education Center providing individual specialized attention for the special needs child as well as their families. Also offers summer camps during school breaks to continue progress of the students. Offering Language Therapy, Physical Therapy, Occupational Therapy, Dance Therapy, Music Therapy, and Taekwondo. The school is accessible for the physically handicapped student.

Country Day School (2011)

PK-12

830

www.cds.ed.cr Mild learning disabled students can be accommodated at all grades levels within the regular classroom and through the use of a resource room in grades 1-5. The school is accessible for the physically handicapped student.

Falcon International School (2011)

PK-12

80

www.falconicr.com An all inclusive educational institution. They work side by side with all exceptionalities. They are in full compliance with Law 7600 in Costa Rica. Part of the School Improvement Plan delineates a Professional Development Plan specifically for all faculty and staff to address all exceptionalities present in our student population. The counseling department is responsible to develop and report any curricular modifications to faculty, staff and the local educational authorities as mandated by local laws. Also, the guidance department provides a written plan in which it delineates the rights and responsibilities of the faculty, staff, parents and student(s). Internally, once a parent applies for admission we carefully review all the documentation. Most often, documentation includes any pre-established IEP, notes from physicians, and referrals from counselors, teachers and administrators. If further evaluations are needed, we recommend – the external- bilingual evaluating services from ASPERSI.

Lincoln School (2011)

PK-12

1,289

www.lincoln.ed.cr Mild learning disabled at all grade levels can be accommodated within the regular classroom or through the use of a resource room. Moderate learning disabled at the middle school and high school grade levels can be accommodated through the use of the resource room. Mild orthopedically impaired at the elementary school grade levels. Mild visually handicapped at all grade levels. The school is accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and diagnose specific learning disabilities.

Marian Baker School (2011)

K-12

210

www.mbs.ed.cr Mild emotionally disturbed, learning disabled, orthopedically impaired, and speech impaired at all grades levels can be accommodated within the regular classroom or through a resource room. The school is accessible for the physically handicapped student. The school has staff who are trained to administer psychological tests and to diagnose specific learning disabilities. A team of administrators, student support specialists and teachers receive recommendations, from classroom teachers, evaluate MAP scores, class work, grades and assessments of each child. It is determined how to best help each child best reach their fullest potential.

Services Ensuring Academic Success (SEAS) (2011)

PK-6

14

lesliemcpeak@yahoo.com Placement in regular classes versus resource assistance and/or self contained special education classes is dependent on the needs of the child as specified on the IEP/504 plan. We provide the following: regular classroom, Resource assistance, special day / special education classes, gifted and talented, as well as specifically designed courses as per IEP/504 plans. We also provide Speech and Language/OT/Autism/Asperger support. Student must come with current Psycho-Educational assessment report noting gifted identification. Three of the staff have advanced degrees in special education. One was mid-management and two were district/country administrators and national consultants. Programs which are available: Gifted and Talented; Regular Education; Learning Disabilities; Mental Handicapped; Autism; Emotionally Disturbed; Speech and Language. All forms of modifications and accommodations are available, tailored to address the recommendations from the Psycho-Educational report.

GIFTED AND TALENTED

Blue Valley School (2011)

K-11

699

www.bluevalley.ed.cr At the Elementary through 6th grade levels students can attend the MIND program (for students who show proficiency in Math). Elementary students also participate in AIR (Advanced Independent Readers). Students are admitted through teacher recommendation, counselor recommendation. Focus of the program is on order thinking and advanced level work in traditional academic content areas. Students meet twice a week for ½ hour.

Lincoln School (2011)

PK-12

1,289

www.lincoln.ed.cr Adjustment of the regular curriculum, creativity, higher order thinking. Admission is through teacher recommendations, academic performance in math and science, Stanford test results, and TOMAGS Achievement Test. They accommodate these students through adjustments to regular curriculum.

CROATIA, Zagreb

SPECIAL EDUCATION

American International School of Zagreb (2010)

PS-12

209

<http://www.aisz.hr/> Mild learning disabled at all grade levels. Although there is not a program, teachers differentiate instruction. There is a full-time learning resource teacher on staff to provide support for students with mild learning differences.

Learning Tree International Playschool (2010)

2-7 yrs

30

www.tltplayschool.com The school has the staff, facilities, and programs available for the mild learning disabled student. The school provides early intervention services through a child psychologist. The school is not accessible for the physically handicapped student.

CUBA, Havana

SPECIAL EDUCATION

International School of Havana (2009)

PK-12

251

http://www.ishav.org/index.php?option=com_content&task=view&id=95&Itemid=118 Mild learning disabled at all grade levels. The school employs a psychologist and two full time teachers for their learning center. They have assisted children with mild special needs. Local resources are limited in Havana so children with special needs are reviewed on a case by case basis.

CYPRUS, Nicosia**SPECIAL EDUCATION**

The American International School in Cyprus (2011) K-12 315
www.aisc.ac.cy Only the most basic special education needs can be supported at the AISC. Students with a learning disability MUST be able to function independently in the regular classroom. Their support services support the regular classroom program. The school will allow a USG-funded teaching assistant to accompany special needs American Embassy students in the class on an **approved case-by-case basis**. AISC has one designated teacher who administers the special needs program.

The Junior School (2011) PK-7 520
www.thejuniorschool.com Mild orthopedically impaired and speech impaired at the elementary grade levels. The school is handicap accessible.

The Senior School (2011) 7-11 220
www.theseniorschool.com Mild orthopedically impaired and speech impaired within the regular classroom. The school is handicap accessible.

GIFTED AND TALENTED

The Junior School (2011) PK-7 520
www.thejuniorschool.com Children are selected for the program by teachers. The focus of the program is on critical thinking. Students meet twice a week.

The Senior School (2011) 7-11 220
www.theseniorschool.com Children are selected by their teachers. They meet twice a week.

CZECH REPUBLIC, Prague**SPECIAL EDUCATION**

International School of Prague (2011) PK3-12 789
www.isp.cz ISP offers support services for mildly learning disabled students. The school is accessible for the physically handicapped student.

Riverside School (2011) PK-12 362
www.riversideschool.cz Mild learning disabled students at the high school grade levels can be accommodated. The school is accessible for the physically handicapped student. Teachers and administrators have received training to work with the learning disabled.

DENMARK, Copenhagen**SPECIAL EDUCATION**

Copenhagen International School (2011) K-12 593
<http://www.cis-edu.dk/> **Post comments:** There is very limited support available for students with an Individual Education Plan (IEP). If your child has one, it is best to contact the school PRIOR to accepting a position at post to ensure that the school can meet your child's needs.

Rygaards International School (2011) 4-15 yrs 25
<http://www.rygaards.com/> Mild to moderate learning disabled.

Sollerod-Skovbornehave (2011) 2-6 yrs 20 max
www.sollerod-skovbornehave.dk Mild to moderate learning disabled.

Sunrise International Preschool (2011) 2-6 yrs 42 max
<http://www.sunrisepreschool.dk/> Mild to moderate learning disabled.

The Little Montessori (2009) 2-5 yrs 24
<http://www.littlemontessori.dk/> Mild to moderate learning disabled.

DOMINICAN REPUBLIC, Santo Domingo**SPECIAL EDUCATION**

American School of Santo Domingo (2011) PK-12 250
<http://www.assd.edu.do/> Mild to moderate learning disabled at all grade levels. Teachers and administrators have received training to work with the learning disabled. They have a remedial intervention program for language, math and learning skills.

Carol Morgan School (2011) PK-12 1,127
www.cms.edu.do Mild learning disabled. Optimal Match program: A resource for ALL students at CMS. Its goal is to provide an optimal level of services to ensure the success of each of its students school-wide. Students who are in need of differentiated instruction can receive assistance at all grade levels. In addition, students at the elementary and middle school level can also take advantage of the English as a Second Language Program.

Colegio Bilingue New Horizons (2010) T-12 1,300
<http://www.gcnewhorizons.net/> Regarding Special Needs Programs for learning disabilities, speech, hearing, sight impaired, and emotionally disturbed students there is a staff trained to work along with the Psychology Department, parents and external professionals in order to offer the appropriate approach. The services provided by the Psychology Department for children with Special Needs promotes an inclusion program in order to induce all school professionals to work in cooperation with their families for the best result for each child. Adjustments regarding to physical and/or emotional situations (such as accidents that requires a cast, illness or death of a relative, family issues) are made to assess students' performance and keep him/her involved in the learning experience.

Joy of Learning (2009) PK-12 30
joyoflearning@verizon.net.do The school provides a program for children with a wide range of special needs including those with autism, Down syndrome and other diagnosed disabilities. Specializing in learning disabilities, the school has developed a program that will be able to reach the individual needs of each student. Each classroom has no more than six students, and they work with Individual Education Programs.

ECUADOR, Guayaquil**SPECIAL EDUCATION**

InterAmerican Academy (2010) N-12 203
<http://www.interamerican.edu.ec/index.php> Some services provided through the resource room. There are relatively small class sizes at the elementary level, which allows for more individualized and personal attention for the students. Additional support is also provided through tutoring services.

ECUADOR, Quito**SPECIAL EDUCATION**

Academia Cotopaxi (2011) PK-12 502
www.cotopaxi.k12.ec Mild learning disabled at all grade levels in the regular classroom and through the use of a resource room. The school is accessible for the physically handicapped student but it is limited in some areas. The school has differentiated instruction.

Alliance Academy International (2011) K-12 556
www.alliance.k12.ec Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, speech impaired, orthopedically impaired, and visually handicapped at all grade levels. Moderate learning disabled at the elementary grade levels. They have a National Institute for Learning Disabilities educational therapy resource specialist. The school is handicap accessible – the elementary and high school have elevators and the middle school has ramps. They have remedial classes and resource classrooms.

The British School (2011) N-13 266
www.britishschoolquito.edu.ec Mild learning disabled, orthopedically impaired, and speech impaired at all grade levels. The school is not handicap accessible.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

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Colegio Americano de Quito (2011)

PK-12

2,116

www.fcaq.k2.ec Mild emotionally disturbed, multiply handicapped, speech impaired, and visually handicapped at all grade levels. Mild to moderate learning disabled at all grade levels. Moderate orthopedically impaired at elementary and middle school grade levels. The school can accommodate the deaf/blind. There is specialized resource staff who work both in the mainstreamed classroom and the resource room. The school is handicap accessible.

Colegio Menor San Francisco de Quito (2011)

PK-12

1,332

www.colegiomenor.edu.ec Mild emotionally disturbed and learning disabled at all grade levels are accommodated within the regular classroom. The school is 60% handicap accessible. The school has special needs services: pullout and push-in, IEP, Program of Academic Support.

Evergreen International School (2011)

PK-6

37

www.evergreenschool.edu.ec Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually impaired, and mentally retarded. The school is not accessible for the physically handicapped. The school programs are individualized – any child needing help in any area can receive tutoring. The school wants the student to meet their individual needs.

Trazos y Colores (2011)

18 mth-4 yrs

www.trazosycolores.net Early Intervention. Inclusion for children with disability or established developmental delay in a regular classroom. Areas of development: physical, cognitive, communication, social-emotional, and adaptive. Some English language enrichment. The school also offers summer programs.

Unidad Educativa Experimental Alberto Einstein (2011)

PK-12

656

www.einstein.k12.ec Mild emotionally disturbed, hearing impaired, and multiply handicapped students can be accommodated. Mild to moderate learning disabled students can be accommodated. The school is accessible to the physically handicapped. They have staff that has been trained to administer psychological tests and diagnose specific learning disabilities.

GIFTED EDUCATION

Alliance Academy International (2011)

K-12

556

www.alliance.k12.ec Alliance has a pull-out class for a small group of upper elementary students 30 minutes each week. Admission is determined formally and informally through observation and ability tests. The focus of the program is on adjustments of the regular curriculum and instruction with an IEP, creativity and critical thinking are an important component. Students are involved weekly in the elementary grade levels for 30-45 minutes each week.

Colegio Americano de Quito (2011)

PK-12

2,116

www.fcaq.k2.ec Students are provided with enrichment and accelerated learning programs within the regular classroom.

EGYPT, Cairo

SPECIAL EDUCATION

Post Comments (2010)

While Cairo does have a limited number of schools who can help with children with special needs, parents are strongly advised to contact the preferred school before arriving to post to make sure the school has the correct resources for their children.

The American International School in Egypt (2010)

N-12

1,420

<http://www.aisegypt.com> Mild learning disabled at all grade levels. Moderate learning disabled at elementary and middle school grade levels. Severe learning disabled at the elementary grade level. The school has access for the physically handicapped. The school has staff who have been trained to administer psychological tests and diagnose specific learning disabilities. There is a learning support center with specialists.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-29-

British International School Cairo (2010)

3-18 yrs

906

<http://www.bisc.edu.eg/> Mild learning disabled.**Cairo American College (2010)**

PK-12

1,405

<http://www.cacegypt.org> Mild to moderate learning disabled at all grade levels. Mild speech impaired at the elementary and high school grade levels. They have a resource room with resource teachers and an inclusion program in the regular classrooms. There is limited access for the physically handicapped.**Irish Nursery School/Degla Maadi (2010)**

6 mths-5 yrs

150

irishschoolcairo@gmail.com Because all students are 5 years old and younger they concentrate on integrating a language delayed or emotionally disturbed child into mainstream classes and work very closely with the "learning resource center" which caters to children with specific learning disabilities.**Little Einstein (2010)**

18 mths-4.5 yrs

28

Mild learning disabled, physically handicapped, and mentally retarded. The school is supervised by the Egyptian Autistic Society and they offer speech therapy.

Maadi British International (2010)

PK-6

420

www.mbisegypt.com The school assesses children before admission to ensure that they can function in a mainstream classroom. They make provisions for mild learning difficulties. In class support from a SENCO. The school is accessible for the physically handicapped.**Maadi Children's Study Center Maadi Community School (2009)**

K-12

58

www.mceducation.org The mild to severe learning disabled student can be accommodated. The mild learning disabled student will stay in the regular classroom but will receive one to one support. The severely learning disabled will be mainstreamed with T.A. on a 50% timetable. The school is accessible for the physically handicapped. Pupils are admitted through standardized NFER/Richmond testing and their own school assessment. All students are treated as individuals.**New Cairo International British School (2010)**

3-18 yrs

750

www.ncbis.org Mild learning disabled.**Small Talk (2010)**

2-5 yrs

130

smalltalkmaadi@yahoo.co.uk Moderate learning disabled and emotionally disturbed. Mild mentally retarded.***EL SALVADOR, San Salvador*****SPECIAL EDUCATION****American School of El Salvador (2010)**

PK-12

1,736

<http://www.amschool.edu.sv/> Mild to moderate learning disabled at all grade levels. Mild mentally handicapped, orthopedically impaired, and speech impaired. There is access for the physically handicapped. Students can spend part of the day at the local special education center (Trojan Center) where they work in close contact with tutors or outside specialists. Admission to the Trojan Learning Center is based on standardized testing in each division, letters of recommendation, transcripts, health exams, and education evaluations. A complete psycho-education evaluation is required. The main focus of the program is remediation. Students can achieve one or more classes in the TLC during the time they would otherwise be in the mainstream class.**Colegio La Floresta (2010)**

PK-11

650

<http://www.lafloresta.edu.sv/> Mild to severe learning disabled at elementary and middle school grade levels. Mild mentally handicapped at the elementary and high school grade levels. There is access for the physically handicapped.**Colegio Los Robles (2010)**

K-12

100

<http://www.colegiolosroblessv.com/PagePad.php?page=learningcenter>
<http://www.colegiolosroblessv.com/PagePad.php?page=specialprograms>

Mild to moderate learning disabled can be accommodated in the regular classroom or a self-contained classroom at the elementary grade levels. The mild speech impaired can be accommodated in the regular classroom at the elementary grade levels. The moderate orthopedically impaired at the middle school grade level and the severe

orthopedically impaired at the elementary school grade level can be accommodated. The school is physically handicapped accessible. They have the following programs available: learning center for the learning disabled, educational therapy, learning reinforcement, counseling and valuations. "The academic program is designed to provide individualized instruction to students in kindergarten through grades 12 who have specific academic needs, learning disabilities and attention deficit disorders. Our academic program strives to assist each student in realizing his or her potential, developing strengths, remediating weaknesses, and experiencing successes." "The Learning Center is one of the available resources for supporting students. Answering questions about a student's learning, directing parents to resources, consulting with teachers, working within classrooms and evaluating students' learning are among the ways that the learning specialist can be a support to students in the school."

GIFTED AND TALENTED

Colegio Los Robles (2010)

K-12

100

<http://www.colegiolosroblessv.com/PagePad.php?page=index> Admission to the program is based on: an interview, an internal academic evaluation, an achievement evaluation, cognitive evaluation, a creativity test, a psychological evaluation, the portfolio of the student's work, and the committee decision. The focus of the program is enrichment, acceleration, adjustments to the regular curriculum, critical thinking, advanced level work in traditional content areas. Students participate once per week for one hour per subject area or as appropriate for individual needs.

ESTONIA, Tallinn

SPECIAL EDUCATION

International School of Estonia (2011)

PS-12

111

<http://www.ise.edu.ee/studentsupport.html> The International School of Estonia has a learning resource department that serves students with mild to moderate disabilities as well as gifted students. Because they are a small international school, these types of services are arranged as the trained English speaking professional is available. They have limited capabilities in diagnosing special needs, but they do attempt to find specialists to address previously diagnosed learning disabilities. In the past, they have served students with dyslexia, aspergers syndrome, discalcula, autism, and non verbal learning disabilities. The school looks to serve the varied learning needs of all of their students.

GIFTED AND TALENTED

International School of Estonia (2011)

PS-12

111

<http://www.ise.edu.ee/studentsupport.html> The school offers extended programs for qualifying students as well as differentiated instruction that is documented in the classroom (currently, there is an advanced math class for the lower grades that meets once per week). The school looks to serve the varied learning needs of all of their students.

ETHIOPIA, Addis Ababa

SPECIAL EDUCATION

Post Report (2010)

Facilities for learning disabled children are limited.

International Community School of Addis Ababa (2011)

PK-12

658

<http://www.icsaddis.edu.et> ICS can provide an appropriate education for most students, including non-native English speakers, students with mild to moderate learning disabilities and highly capable students. However, because of the limitations of the local professional support network, ICS is not able to serve the educational needs of those students with more serious mental, physical emotional or learning disabilities. Admission is open to those students who are able to participate successfully in a mainstream class with some specialist support. In cases where ICS determines that it may have an appropriate educational program for a child, the school may require the parents to fund extra assistance beyond what is available in the classroom. Please contact the Admissions Office immediately if your child requires special services, so that we can attempt to determine if we can provide a suitable program for your child before you accept an assignment in Addis Ababa.

ICS subscribes to an Optimal Match philosophy. Since each student is a unique individual, they strive to match the level of skills instructed with the student's needs. To facilitate this Optimal Match, teachers and administration work together to observe, assess and analyze a student's performance. From this analysis and teamwork, they determine the best approach for meeting the student's needs within the parameters of what ICS can offer. ICS Addis offers limited support for students with special needs. Learning Support provides an environment for guided study. Students will receive tutoring in written language skills, organizational skills, math skills and other study skills. The goal of this class is to supplement the middle school curriculum.

FIJI, Suva

SPECIAL EDUCATION

International School Suva (2011)

PS-12

492

www.international.school.fj The International School Suva has a number of teachers involved in Learning Support throughout the school. Students are taken out of class for special assistance with English and Math or the teacher sits with them in the classes. Students are regularly tested to see where their specific needs are. We do not have specialists in this area but dedicated teachers who help as much as possible. We would like to employ teachers with special skills in dyslexia and learning problems but there is not this support locally. We are currently doing a full review of this area. We have had considerable success with one student who is Autistic. One of our teachers took on the task of being his sole teacher and the student's parents have been very supporting. The parents pay for the teacher and also pay the school fees; a special room is supplied by the school and the student attends some classes with other students. There are two students with Down Syndrome in the primary school and again their parents pay for a special caregiver. Fiji is very limited in its support for students with special needs.

Little Ones Learning Center (2011)

2-5 yrs

60

littleones@connect.com.fj Mild learning disabled, physically handicapped, emotionally disturbed, and mentally retarded. Teachers will provide additional attention in the context of the normal classroom to students with mild issues. The school is not accessible for the physically handicapped.

Little Ones Muanikau (2011)

2-6 yrs

30

littleones@connect.com.fj Mild learning disabled, physically handicapped, emotionally disturbed, and mentally retarded. Teachers will provide additional attention in the context of the normal classroom to students with mild issues. The school is not accessible for the physically handicapped.

FINLAND, Helsinki

SPECIAL EDUCATION

International School of Helsinki (2010)

N-12

328

www.ish.edu.hel.fi The school will accept students with special needs on a case by case basis.

Maunula Primary School (2011)

1-6

270

www.hel.fi/hki/mauna/fi/In+English The school also accepts special needs students with rather serious special needs issues.

Postipuu School/Eestinmetsä School (2010)

7-12 yrs

323

www.postipuuschool.com There are approximately 60 students in the special education program including Down syndrome children.

FRANCE, Paris

SPECIAL EDUCATION

Post Comments (2011)

Learning disabled programs for children with special needs are available, however acceptance is not guaranteed. Programs exist in elementary grades and to a lesser extent in high school grades. Severity of the child's disability is a factor in available programs.

Sharing Professional Resources, Ideas and New Techniques (SPRINT) (2011)

<http://sprint.france.free.fr/> A group of English-speaking and bilingual professionals who work with children of all ages with special needs. Offers the Anglophone community information and referral services. Within this group you will find: clinical psychologists, educational psychologists, family therapists, speech and language pathologists, learning disability specialists, special educators and tutors, psychomotor re-educators, occupational therapists, social workers, art therapists, music therapists, osteopaths, alternative therapists. SPRINT refers newly arrived and resident families to specialists within their group, individuals to English-speaking medical professionals in the Paris area and departing families to specialists abroad. SPRINT offers expertise in many aspects of special needs: developmental delay, autism, communication and learning problems, adjustment and behavioral difficulties, attention deficit disorder, individual counseling, remediation and tutoring. Finally, SPRINT helps inform parents about the programs offered in the various schools.

American School of Paris (2011)

PK-13

808

<http://www.asparis.org/page.cfm?p=657> ASP accepts students with mild learning disabilities and with certain physical disabilities. Support services are provided to work closely with parents in monitoring the child's progress.

International School of Paris (2011)

PK-12

680

www.isparis.edu/ The special needs program can accommodate mild to moderate learning needs.

Marymount School (2011)

EYP-8

386

www.marymount.fr/ The school accepts special needs children and has highly skilled teachers to work with the special needs students. It also offers an intensive program for children with serious learning needs. The program can accommodate 10 students.

GAMBIA, THE, Banjul**SPECIAL EDUCATION****Post Comments (2010)**

There is very limited ability to address special needs children. Parents looking for special programs should check with the Embassy or the schools directly regarding the services offered and the qualifications of the care-givers.

GERMANY, Berlin**SPECIAL EDUCATION****Berlin-Brandenburg International School (2010)**

PK-12

658

www.bbbs.de Mild learning disabled at all grade levels. Moderate to severe learning disabled at the elementary grade level. Moderate orthopedically impaired at the middle school grade level. Mild speech impaired at the elementary and middle school grade levels. Mild visually handicapped at the elementary grade level. The school is not accessible for the physically handicapped. There is staff trained to administer psychological tests and diagnose specific learning disabilities.

Berlin British School (2010)

PK-12

411

www.berlinbritishschool.de All students are evaluated on an individual basis. The school is accessible for the physically handicapped.

Berlin International School (2010)

PK-12

750

www.berlin-international-school.de Mild emotionally disturbed at all grade levels. Mild learning disabled at all grade levels. Mild orthopedically im-paired at the middle and high school grade levels. Mild speech impaired at all grade levels. The school is accessible for the physically handicapped.

GIFTED AND TALENTED**Berlin-Brandenburg International School (2010)**

PK-12

658

www.bbbs.de Gifted and Talented program at the middle and high school grade levels. Admission is by a combination of BIA of the WJIII, teacher recommendation and student performance. The focus of the program is on enrichment and adjustment to the regular curriculum.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

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Berlin International School (2010)

PK-12

750

www.berlin-international-school.de All pertaining information should be sent to the Student Support Team and Admissions officer. At the same time advise the principal/director of the application. The focus of the program is enrichment, acceleration, critical thinking/higher order thinking.

GERMANY, Bonn**SPECIAL EDUCATION****Bonn International School (2008)**

PK-12

660

<http://www.bonn-is.de/> The school has trained staff to support students with mild special learning needs.

GERMANY, Frankfurt**SPECIAL EDUCATION****The Frankfurt International School (2010)**

PK-12

1,861

<http://www.fis.edu/default.aspx> Mild learning disabled at all grade levels. The school has a Learning Support Program for students with specific learning disabilities, attention deficits, or hearing, vision, or physical impairments, so long as they are intellectually capable of handling the demands of the IB curriculum. It has clearly defined their special education program to include children who are able to follow the prescribed curriculum with no more than 200 minutes of additional support per week. Learning support classes and test accommodations are available only to students with formally diagnosed disabilities. FIS does not provide a program for students whose problems are primarily emotional or behavioral. Support is provided either by direct instruction (in learning support classes, taken as an elective subject) or by monitoring performance and providing help on a drop-in basis. They respond to referrals from teachers, guidance counselors and parents; administer screening tests and evaluate psychological reports; Document students' needs on an IEP or Action Plan; teach disabled students to strengthen their weak modalities; show students how to circumvent problem areas; Provide test accommodations; provide guidance to teachers regarding specific learning needs and offer guidelines for use of effective techniques to maximize student learning; communicate with parents and external agencies' collaborate with administrators, counselors, nurses, homeroom teachers, specialist teachers and parents to develop individual learning plans.

Mosaikschule (Mosaic) (2011)

6-18 yrs

260

www.mosaikschule.de/ Mosaikschule is a German school, operated by the government, to serve students with very serious special needs. The language of instruction is in German; however, there are currently 260 students enrolled from 32 countries. There is an extensive use of signs and pictures to overcome some of the language concerns. The school day for the older students is from 7:45-11:45 and for the younger students from 9:45-1:45. The educational programming consists primarily of life skills training—washing dishes, cooking, shopping, how to use the bus and the metro system. Music, art and technology are very important components of the program.

Strothoff International School (2011)

3-10 yrs

150

www.strothoff-international-school.de Founded in 2008, Special needs is offered on a limited basis. Each case is reviewed on an individual basis.

Wiesbaden American Middle School (2010)

6-8

330

www.wies-ms.eu.dodea.edu/ Mild to moderate emotionally disturbed, learning disabled, mentally handicapped, multiply handicapped, and orthopedically impaired. Mild to severe hearing impaired, speech impaired, and visually handicapped. CLO Frankfurt spoke at length with the Director of Admissions regarding special needs support and the registration process at the school. While DoDDs stresses space availability in relation to applications from other non-defense agencies, DOS employees are encouraged to complete the process by submitting early applications. It is recommended that the Registration Questionnaire is thoroughly read and completed. The school is accessible for the physically handicapped and staff has been trained to work with the learning disabled.

Wiesbaden American High School (2010)

9-12

426

<http://www.wies-hs.eu.dodea.edu/> This school can handle all handicaps from mild to severe. The school uses the TAG Program, a speech therapist, ESL. The school is accessible for the physically handicapped.

GIFTED AND TALENTED

Wiesbaden American Middle School (2010) 6-8 330
www.wies-ms.eu.dodea.edu/ Admission is by the recommendation of a parent, teacher or student; the evaluation of Terra Nova or other standardized test score; and the evaluation of classroom performance/grade point average. The program focus is on enrichment, creativity, critical thinking, and higher order thinking. The students are involved in the program 3 times per week for 80 minutes each.

Wiesbaden American High School (2010) 9-12 426
<http://www.wies-hs.eu.dodea.edu/> The school has a GT program. Entrance is gained through Standardized Test scores (Terra Nova) and ID from previous school. The focus of the program is on adjustment to the regular curriculum.

GERMANY, Hamburg

SPECIAL EDUCATION

International School Hamburg (2011) PK-12 651
<http://www.ishamburg.org/learning/student-support-services/> The school's office of Student Support Services supports students with special needs. Contact Denise Cadieux-Gellesch directly at dcadieux@ishamburg.org to discuss special learning arrangements. General learning support services include: pull-out remedial instruction, in-class remedial instruction and support, enrichment and extension support (gifted and talented), consultation with teachers, consultation with parents, student monitoring, classroom observations, coordination with outside academic programs, outside referrals for medical screenings, outside referrals for speech therapy, outside referrals for occupational therapy, application for accommodations for students with special needs for the PSAT, SAT, and IB exams, Early Childhood Centre screenings for school readiness, admissions screenings of prospective students with suspected learning difficulties

Post experience with programs for children with special needs indicates that support by the school is limited. Needs can be partially augmented on the local economy, but without German language ability, this augmentation is also limited. Parents are strongly encouraged to contact the International School of Hamburg's Student Support Services.

GIFTED AND TALENTED

International School Hamburg (2009) PK-12 651
<http://www.ishamburg.org/welcome/> Special strengths or needs are identified through a formalized procedure. Contact the school of CLO at the consulate for more details. The focus of the program is as "appropriate for their individual needs."

GERMANY, Munich

SPECIAL EDUCATION

Post Comments (2011)
 Lately, **Munich International School** has made a greater effort to accept students with learning difficulties. There is a learning resource center in the junior and middle schools to assist children with academic difficulties. There is an academic support class available for the senior school students. Students who have received additional academic support in their current school will be required to describe this assistance. If the school considers the problem to be within the scope of their resources, the child will be accepted. It should be noted that once a child has been admitted to the school, the faculty and administration have been generally supportive in making every effort to help a child succeed. **Bavarian International School** has a learning support service for all grades and has been very flexible, helpful and forward thinking in dealing with children with learning difficulties. For students who do not speak English or need further development in academic English, the school provides additional English support through an extensive English as an Additional Language (EAL) program.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-35-

Bavarian International School (2011)

PK-12

861

www.bis-school.com Mild emotionally disturbed or hearing impaired students in the elementary school grades can be accommodated in the regular classroom. Mild to moderate learning disabled students at the elementary school grade levels and mild to moderate at the middle school grade levels can be accommodated in the regular classroom or in a resource room. Mild speech impaired at all grade levels and mild to moderate speech impaired students at the elementary school grade levels can be accommodated in the regular classroom. The school is accessible to the physically handicapped. They offer class support, individual support through a resource room, volunteer parent support, a visiting speech pathologist, and a full-time counselor. Counselors, special needs staff, and principals examine incoming papers of students with special needs very carefully to ensure optimal placement/support.

Munich International School (2011)

PK-12

1,256

www.mis-munich.de Mild emotionally disturbed students can be accommodated in the regular classroom or through a resource room at the elementary and middle school grade levels. Mild learning disabled and speech impaired students can be accommodated in the regular classroom and through a resource room at all grade levels. Mild speech impaired can be accommodated at all grade levels in the regular classroom or through a resource room. There is physically handicapped access in 3 out of 5 buildings. There is contracted staff hired for testing which must be paid by parents. There are learning resource centers in Junior and Middle school. There is an academic support class available in senior school, grades 9-10. Speech and language therapy can be provided at school with an additional cost to the parents. Occupational therapy can be arranged outside of school (in German).

GIFTED AND TALENTED

Munich International School (2011)

PK-12

1,256

www.mis-munich.de There is a gifted and talented program in the elementary and middle school grades. Admission is through testing, review of school reports, interviews, and personal recommendations reports. The faculty is expected to differentiate assignments in deference to individual needs. There are math extension classes and math competitions.

GHANA, Accra

SPECIAL EDUCATION

Lincoln Community School (2011)

PK-12

594

www.lincoln.edu.gh LCS admits students whose academic, personal, social and emotional needs can be met by the school's programs and services, and who can be integrated into a mainstream classroom. LCS provides support for students with mild learning and emotional/social difficulties.

GREECE, Athens

SPECIAL EDUCATION

American Community Schools of Athens (2010)

PS-12

665

www.acs.gr Mild to moderate learning disabilities.

Campion (2010)

N-13

465

www.campion.edu.gr Mild to moderate learning disabilities can be accommodated in the regular classroom at all grade levels.

International School of Athens (2010)

PK-12

380

<http://www.isa.edu.gr> Mild emotionally disturbed, orthopedically impaired, speech impaired, and visually handicapped at all grade levels. Mild to moderate learning disabled at all grade levels. There is resource and academic support for students. There is also psychological support for students and their families. "Resource, Learning Differences Services, through our Resource Center. Highly qualified special educators provide services to our students with learning differences and other special needs. Our Belief at the Center is to respect each child's unique abilities and needs of learning and development and to support him/her in his/her Unique Learning Style. We provide all the necessary services (age and grade appropriate) in order to cater to these unique needs and differences. We evaluate and support students' needs and abilities, we modify their academic program, and we support them academically and psychologically, so that they will reach their full personal and academic potential."

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-36-

St. Catherine's British Embassy School (2010)

PK-13

760

<http://www.stcatherines.gr/> Mild learning disabled at all grade levels.**St. Lawrence College** (2010)

N-13

830

<http://st-lawrence.gr> Mild to severe learning disabled at all grade levels.

GIFTED AND TALENTED

The International School of Athens (formerly TASIS) (2010)

PK-12

380

<http://www.isa.edu.gr> (boarding 7-12) Admission to the program is by using the WISC III , Woodcock/Johnson test and a variety of achievement testing (WORD, WOLD, WOND). The school also uses a battery of informal assessment tools: achievement testing, self esteem testing, Achenbach Child Behavior Test, and the Bender-Gestalt.**St. Catherine's British Embassy School** (2010)

PK-13

760

<http://www.stcatherines.gr/> Focus of the program is fast tracking, enrichment, acceleration, adjustments to curriculum, critical thinking, and advanced level work in traditional academic areas**GUATEMALA, Guatemala**

SPECIAL EDUCATION

Post Coments (2011)

All three principal schools offer limited assistance in providing for special needs. **Equity** offers the most for elementary range with some special instruction for reading and math. Their math instruction is based on the SAXON math program with is an excellent curriculum for math education. **Colegio Maya** will work with students as needs arise. On occasion Colegio Maya has declined to accept some special-needs students if it lacked the resources to deal with a particular situation. Parents should contact the school before applying to discuss whether the school can accommodate their needs. Colegio Maya has one learning resource teacher for elementary grades. **Colegio Americano** does not provide SN assistance but will assist students if the student has already been enrolled. **HAN-AL American School** offers assistance for mild disabilities. **Colegio Monarch** offers programs for all levels of SNs. They are able to offer programs for children who fall under the category of autism spectrum disorders and higher end concern with attention deficit or hyperactivity disorders. It is a therapeutic day school for children and adolescents with neurological differences. Each student has his/her own personalized curriculum driven by individual pivotal objectives that serve to move children through developmental stages while also strengthening cognitive development. They ONLY serve students with SN. Admission is via an interview with the parent's psycho-educational evaluation through outside providers, interview with the student and the student visits to class 1-4 times. A few other schools designed specifically for special needs students: **Educare** (http://www.educare.edu.gt/main.php?id_area=39 – website in Spanish), **Colegio Kipling** (<http://www.cekipling.edu.gt/quienes.htm> - website in Spanish), **CEDAF** (<http://www.cedaf.com.gt/> website in Spanish).

The American School of Guatemala (2011)

K-12

1,513

<http://www.cag.edu.gt/> Each section has a group of counselors to help with the emotional needs of our students as well as learning needs, however they don't have special services for more complex needs. In Early Childhood and Elementary, they do have Special Service Specialists to help with cases like ADHD or language needs.**Christian Academy of Guatemala** (2011)

K-12

227

<http://www.christacadguate.org/> The school is a member of the National Institute of Learning Development and utilizes their Discovery (2-12) and Search & Teach (K,1) programs for learning challenges. Students are mainstreamed in the regular classroom with 3 or more hours of pullout, one-on-one therapy sessions. Therapy is individualized according to each student's learning needs. Progress is continually documented and evaluated with WISCIII and Woodcock Johnson assessment tools. They have 3 NILD therapists on staff. Not well equipped to work with students that have emotional and behavioral issues. Accommodating students with physical challenges is determined on a case by case basis. Students must initially go through the admissions process. Once a child is a member of the student body, a teacher or parent has the option to refer him/her for services. If the student support team believes that the NILD program can benefit the child, further testing will be schedules. Students are then admitted to the NILD program based on the test results and space availability.

Colegio International Montessori (2010)

K-12

1,272

www.montessori.edu.gt Mild emotionally disturbed, hearing impaired, learning disabled, and visually handicapped at all grade levels. mild multiply handicapped at the elementary grade level. mild orthopedically impaired at the elementary and middle school grade levels. They do not have specific programs but make adjustments and adapt contents for the student. They use MRT, Pitner Durose, MRT2, and OTIS to identify students. The school is handicap accessible.

Colegio Aleman de Guatemala (2010)

K-12

980

www.dsguatemala.edu.gt/ Mild learning disabled at the elementary and middle school grade levels. Mild orthopedically impaired at the elementary grade school level. The programs available are reading services, and NILD. The school is handicap accessible.

Colegio Interamericano (2011)

K-12

1,080

www.interamericano.edu.gt The school attends mostly to learning disabilities such as ADD-ADDH. They have one case of a sight impaired student and students who were/are orthopedically impaired ranging from mild to moderate. The school only works with mild special needs students due to the demands of the curriculum. They offer differentiated opportunities within the classroom and particular attention hours for those who need reinforcement or enrichment.

Colegio Maya (2011)

PK-12

293

www.cm.edu.gt Learning Resource Center, mild to moderate only. Due to school set up, the school cannot accommodate students with serious physical limitations. There is one Special Education teacher who works with students on a pull out basis. The school provides a list of service providers to families in the event that external diagnoses are recommended.

Colegio Monarch Guatemala (2011)

PK-12

24

www.colegiomonarch.com Monarch classrooms are designed so that each child receives the individualized attention he or she deserves. Knowing that each child develops uniquely as a result of the stimulation he or she receives cognitively, socially *and* emotionally, the Monarch team carefully evaluates a student's strengths and needs in those areas and then individualizes his/her academic and therapeutic curriculum. For 7 ½ school hours daily, students receive an intensive program, covering the four core areas with major emphasis on academic competence through the training of executive functions, relationship development and self-regulation. Students are placed in the classroom that best fills their needs according to their developmental level, their current functioning and their academic situation.

- **Novice** students (our first developmental level) receive therapeutic interventions during the day in a structured and consistent environment. This includes:
 - Sensory integration to build up self-regulation
 - Therapeutic play based on the Developmental-Individual Differences-Relationship (DIR/Floortime) Model to increase social abilities
 - Relationships based on affection and promotion of intentional communication through different systems and techniques like PECS, sign language and some behavioral verbal therapy.
- As they move up in the system into an **Apprentice** level, the teacher starts promoting and mediating relationships with others in small contexts, as they gradually learn how to communicate and coordinate actions. In this level students start taking ownership of their actions, reflecting on them and creating, with support of an adult, future plan to follow when they need to modify their behaviors.
- Students in our higher level, **Challenger**, are working on interdependence. They are learning to work as a team, in a respectful community where everyone has something unique and valuable to contribute. They keep learning about their strengths and challenges, they put their strengths at the service of others. At a business level, they are finding ways to be productive with them; they are learning to trust their team and ask for help when something is hard.

Colegio Tykes (2010)

16 mths-6 yrs

90

colegioTykes@gmail.com Mild learning disabled and mentally retarded. The school is not physically handicapped accessible.

Equity American School (2011)

PK-12

149

www.equity.edu.gt Programs for students with special needs go from mild to moderate. One of the reasons students are pulled out is because they take English as a second language, another is because they may need reading re-enforcement. When a student has a learning disability, and it is recommended that he/she have an in-school tutor, we make arrangements for that student to have a place where he/she can receive this service. It is usually during the first part of the morning. In these cases the in-school tutor is employed by the parents, but must fit the Equity profile for an educational professional employee. Shadow teachers, usually psychologists, must also fit the school's profile for a professional employee even when they are employed by parents. We can only give service to students with learning disabilities such as: ADD, ADHD, Dyslexia, and Asperger Syndrome. We do not have special needs teachers; we work closely with the child's team of professionals and the parents. Our small classrooms are safe, and healthy social environments which make it possible for us to have one or two special needs student per grade, depending on the needs.

Han Al American School (2011)

PK-12

186

www.hanal.edu.gt The schools offer education for the mildly disabled. The students are mainstreamed and receive individualized help within the classroom. There are currently have 2 students who are mildly learning disabled and one with a mild physical disability as well as students who have ADD. There is a special education teacher on the premises.

GIFTED AND TALENTED

Post Coments (2011)

Colegio Americano: offers enrichment, higher order thinking and creativity

Colegio Interamericano: offers enrichment time, Destination imagination, scientific olympics and MAPPs.

The American School of Guatemala (2011)

K-12

1,513

<http://www.cag.edu.gt> The school has an Excel program in elementary for gifted students and AP in high school

Village School (2009)

1-12

633

www.village.edu.gt Admission is through: student/parent request, student application, student formal testing, and parent accepts program guidelines. The focus of the program is on enrichment, critical thinking, problem analysis and solution development. They also use individual and group advanced academic achievement. They meet daily. There is an advanced math program for students who are selected for their ability that is run by a local foundation and directed by a professor from a local University.

GUYANA, Georgetown

SPECIAL EDUCATION

Georgetown International Academy (2011)

N-12

100

www.georgetowninternationalacademy.org Children with learning disability are considered on a case-by-case basis.

HAITI, Port-au-Prince

SPECIAL EDUCATION

Morning Star Christian Academy (2011)

K2-12

251

www.mscahaiti.org Morning Star Christian Academy has a pro-active English as a Second Language (ESL) program. Any students that are not fluent in the English language are pulled out of the regular classroom for individualized instruction in English for one hour per day by a special ESL teacher.

They have programs for children with mild learning and physical disabilities. They do make accommodations for those students with orthopedic impairment. They currently have no trained staff to deal with students with hearing, sight, or emotional impairments. There are no members on current staff that are specifically trained to diagnose disabilities. They have a standardized admissions procedure for all students which involves diagnostic testing in English, Social Studies, Science, Spelling, and Mathematics.

Quisqueya Christian School (2011)

PK-12

280

www.quisqueya.org The school provides learning support services for students who struggle. Mild learning disabilities only. Please contact the school before considering a bid to be sure the school can handle the needs of your child.

Union School (2011)

PK-12

307

<http://www.unionschoolhaiti.net/index.php?p=content> Students identified as having mild to moderate learning disabilities, ADD/ADHD that significantly interfere with their academic performance in the classroom, and who are at risk for not meeting the grade level standards of our school, may qualify for placement in the Learning Center Program. Admission to the program is determined on a case-by-case basis, and is dependent upon whether a particular student's needs match the level of services available. A team of US trained and certified special education specialists, along with the classroom teachers and parents work together to address the specific needs of the students. Students who qualify and have met the established referral process are enrolled into the Learning Center Program, and are assigned an Individualized Education Plan (IEP) to address their unique learning needs. Their progress is continuously assessed and the data collected is used along with classroom performance, and teacher evaluation to determine possible transfer to mainstream classes.

LC Service is provided in the following ways to students in grades 2 to 12: Full time placement; Individual pullout; Small group pullout; and In-class support (student attends the mainstream program accompanied by a Learning Center staff member).

The ESL program at the Union School is offered to non-native English speakers and plays an important role in helping students succeed in an English immersion environment. The ESL specialists work closely with the classroom/subject teachers to assess and monitor students' English language acquisition and eventually integrate the students into the mainstream program.

HONDURAS, Tegucigalpa**SPECIAL EDUCATION****Academia Los Pinares (2011)**

PK-12

803

www.pinares.org There are very limited services available for students with mild special needs, mostly ADD-related needs. Two resource teachers work with elementary students. A proposal is currently being considered to add a resource teacher for secondary.

American School of Tegucigalpa (2010)

N-12

1,146

<http://www.amschool.org/> Mild to moderate learning disabled and multiply handicapped at all grade levels. Mild speech impaired at the elementary grade school levels. The learning disabilities program is open to all qualified children in grades Nursery-12. Children with specific speech needs are admitted. The school currently employs a part-time diagnostician and one Learning Disabilities specialist. Various tests are available for screening purposes. The school is accessible for the physically handicapped.

Del Campo International (2011)

K-12

1,286

www.delcamposchool.org The school has children with specific learning needs who are serviced within the class by the general education teacher with recommendations from the division psychologist and principal. When students present more specific learning needs they are referred to the Academy division (DCIA), where instruction is more individualized and specific for children with special needs. Instruction is provided by general education teachers, special educators and psycho-educational specialists, within a smaller group or individually, based on needs. There are additional supports such as physical, occupational, and speech therapy services available. They service students with identified specific learning disabilities (reading, writing, math), speech impaired, ADHD and other related disorders such as Asperger's. There are 7 licensed psychologists within the Academy who are trained and certified to evaluate and identify disabilities, the students at the Academy get their formal tri-annual evaluations done by one of the independent certified psychologists in town. They currently have 5 special educators to service and support elementary Academy students and 2 special educators to support High School level students.

COUNTRY/CITY/SCHOOL**GRADES****ENROLLMENT**

-40-

Discovery School (2011)

PK-12

224

www.discoveryschool.edu.hk The school offers individual attention with small class sizes. They are able to accept children with mild disabilities, on a case by case basis. While they do not have a Special Education person on staff, they do considerable in-service and staff interaction concerning the best ways to help our students who need an individualized plan.

HUNGARY, Budapest**SPECIAL EDUCATION****Britannica International School (2011)**

3-18 yrs

260

www.britannicaschool.hu The school accepts children with limited learning disabilities.

British International School (2011)

3-18 yrs

467

www.bisb.hu The school is accessible for the physically handicapped student. They have staff who have been trained to administer psychological tests and diagnose specific learning disorders.

Greater Grace International School (2011)

PK-12

115

www.ggis.hu They have no onsite staff trained in diagnostics, but are willing to help modify individual programs where students are able to function in a normal classroom setting. They are willing to work with offsite NILD scheduling. The building does not have an elevator and they have no provision for students with more severe handicaps.

International Christian School of Budapest (2011)

1-12

228

www.icsbudapest.org Their Supplemental Services department primarily serves students with special learning needs and speech/language disorders. Most of the students served have mild to moderate needs. Depending on the needs of the students and the availability of staff, services offered may include resource and tutoring, individualized intervention for specific learning disabilities including dyslexia, speech therapy, occupational therapy, and sensory integration therapy. However, there are also some services available for mild needs among mental and physical handicapped, orthopedically impaired, developmental disorders, and emotionally disturbed. The majority of the staff hold or are pursuing graduate degrees in the areas of special education, education, speech pathology, or educational psychology.

ICELAND, Reykjavic**SPECIAL EDUCATION****International School of Iceland (2011)**

K-7

54

<http://www.internationalschool.is/> No special need program offered, but the smaller class sizes allow for the integration of some special education students who can benefit from the increased attention of the classroom teacher.

INDIA, Chennai**SPECIAL EDUCATION****American International School of Chennai (2011)**

PK-12

458

www.aisch.org The school can make arrangements to accommodate students with mild to moderate learning disabilities through a tailored special education plan developed with administration and parents.

Kids Central (2011)

12m- 5.5yrs

www.kidscentralchennai.com Classes separate into "ability groups" (determined by teachers and special consultant) to focus on specific education needs within. Dedicated special education classes as of June 2010.

INDIA, Mumbai**American School of Bombay (2011)**

PK-12

629

<http://www.asbindia.org/> There are limited resources for children with special needs. If your child does have special needs get in touch with the ASB as soon as possible to see if their Student Support Services Department can support your child's needs.

INDIA, New Delhi**American Embassy School (2011)**

PK-12

1,464

<http://aes.ac.in> The American Embassy School accepts students with learning differences that demonstrate a history of academic and behavioral success.

The British School (2011)

R-13

683

<http://www.british-school.org/> Mild level of services are provided for children with special needs, mainly for autistic and dyslexic children. Staff are available on site to diagnose disabilities. Special needs teachers have been employed by the school.

INDONESIA, Jakarta**SPECIAL EDUCATION****ACG - Academic Colleges Group/ACG International School (2011) K-12**

www.acgedu.com/acg-int-school-jakarta/home/welcome-to-acg-international-school-jakarta One Embassy child with special needs in Jakarta is attending ACG - Academic Colleges Group/ACG International School Jakarta. The principal, Chris Rawlins, has a special education background and is very warm and accepting of all students. ACG accommodates students whose first language is not English through their ESL program. The school will take some children with special needs but will not 'split families'.

Australian International School (2009)

PK-12

650+

<http://www.ais-indonesia.com/currsupport.html> Mild to moderate emotionally disturbed. Mild to severe hearing impaired, learning disabled, mentally handicapped, and multiply handicapped. Mild to moderate speech impaired. Mild visually handicapped. They can also handle autism.

British International School (2009)

PS-12

1,272

<http://www.bis.or.id/prospectus/student-services> Mild to moderate learning disabled and mild speech impaired.

Jakarta International School (2009)

EC-12

2,407

<http://new.jisedu.or.id/learning/one/sst/index.aspx> The school provides services to mildly disabled children. In addition to a remedial reading teacher, each elementary school provides resource teacher support up to 3 pull-out periods a week. Services of a speech therapist and school psychologist are available although limited. Students needing special services are admitted on a case-by-case basis and should be no greater than 1 1/2 years below grade level. Resource services, speech therapy, and psychological support are available at the middle and high school levels. A tutoring center is staffed at the high school level by two resource teachers. In addition, guidance counselor support is available at each school level.

Jakarta Montessori School (2009)

18m - 12 yrs

78

<http://www.jakartamontessori.com/> Mild learning disabled, physically handicapped, emotionally disturbed and mentally retarded. School does not have a special program but they review each case to decide if they can meet the needs of the child. They allow a shadow teacher into the class who accompanies special needs children. They mainstream all children due to their Montessori programming.

INDONESIA, Surabaya**SPECIAL EDUCATION****Surabaya International School (2011)**

PS-12

321

<http://www.sisedu.net/home.html> SIS does not offer a special needs program. Due to the small class sizes, however, it is able to provide individualized instruction to students with mild special needs.

IRELAND, Dublin**SPECIAL EDUCATION****Post Comments (2011)**

While special education in Ireland can be good for the moderate, severe or profoundly disabled child, the services are difficult to access and the wait lists are long. Arriving in Ireland, one can expect to wait from a

minimum of 3 months up to one year before school attendance is approved. If you have a child with autism, the wait can be even longer. Private therapy and ABA is available but the costs are very high and it is not always possible to find services in your area. There are private companies that offer therapy services but they frequently have a long wait list or will only accept children with specific disabilities (typically the higher end of functioning).

The American Embassy is located in Ballsbridge. Most Embassy families live south of the Embassy in the catchments area of St. Michael's House or St. John of God's. Both organizations supply special education services and should be contacted as soon as you know that you will be posted in Ireland. It may be possible to shorten the time that your child must wait for services to begin.

If you find that one organization is easier to work with, let GSO know that you prefer housing in that specific catchment area.

St. Michael's House = <http://www.smh.ie/>

St. John of God's = <http://www.sjog.ie/>

St. Michael's House and St. John of God's offer a variety of services. They have special needs schools where children with mild, moderate, severe and profound disabilities attend together. If your child has mild or the higher end of moderate needs, or has other learning difficulties, you can opt to enroll them in a normal school in a special class or mainstreamed with support. The special class offers higher numbers of adults to help your child. Wait lists for these classes are, at present, long.

Many Embassy children attend St. Andrews (www.st-andrews.ie), a private school located in Blackrock, approximately 15 minutes from the Embassy. On occasion, the school has educated students with Asperger's, Autism and Down syndrome and will consider having special needs children attend. They currently have students with dyslexia, dyspraxia and general learning difficulties. St. Andrews will work with parents and the Ministry of Education to ensure that required services are offered. These special services supplied and paid for by the Ministry of Education, can range from a learning resource teacher (whom the student visits several times per week for a one to one or, up to one to six, session) or an assistant in the classroom, to help the student throughout the day. The wait for these services can be quite long. As well, it was noted that the learning resource teacher currently has a heavy case load of students. There is one school for autism that the embassy knows of. The Red Door has a wait list of two to three years so is not a feasible option for children from the Embassy. There is a new St. Michael's House school (Ballinteer) that opened in 2009. This school has several classes dedicated to students with autism. It is expected that these classes will fill quickly and have a wait list as well.

There are several web sites where one can search for therapists or ABA tutors. These are normal web sites, offering items for sale, homes for rent, jobs offered or you can place a 'help wanted' ad. There are also frequently posted ads offering ABA and other therapy services.

They are:

www.rollercoaster.ie

www.gumtree.ie

In conclusion, Ireland is not the best option for a posting for a family with special needs. While you can find services, the wait is frequently long. Ireland is being flooded with immigrants and the strain on the schools is showing. If a posting in Dublin is your only choice, come prepared. The one family with a special needs child brought their own teacher so their son's program was not interrupted. School attendance was achieved 5 months after arriving in-country.

If your child needs special education services, contact the Office of Overseas Schools or Dublin's Community Liaison Coordinator for a briefing. Do not assume that you will find services available in Dublin.

Several organizations exist to help one find therapists. They are:

Irish Association of Speech and Language Therapy: www.iaslt.com

Association of Occupational Therapy in Ireland: www.aoti.ie tel. 353-1-878-0247

Irish Society of Chartered Physiotherapists: www.iscp.ie tel. 353-1-402-2148

Other areas of interest:

Pediatric Neurologist:

Professor Joe McMenamin

Our Lady's Hospital for Sick children

353-1-409-6100

Riding Therapy:

Festina Lente Foundation

Old Connaught Avenue

Bray 353-1-272-0704

Cheeverstown pool

(warm, special needs swimming pool):

Tempelogue

353-1-490-4681

Enable Ireland

(warm swimming pool):

Sandymount

In conclusion, Ireland is not the best option for a family with a special needs child. While you can find services, the wait is frequently long. Ireland is being flooded with immigrants and the strain on the schools is showing.

St. Andrew's College (2011)

K1-12

1,254

www.st-andrews.ie Mild to moderate learning disabled students can be accommodated in the regular classroom or a resource room at all grade levels. Mild orthopedically impaired, speech impaired and visually handicapped students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is accessible to the physically handicapped student. There are currently four teachers involved in delivering the SEN program in the school. At preparatory level this is a full time teacher, assisted by a class teacher who is timetabled to teach SEN two afternoons a week. At secondary level there is a full time SEN Coordinator plus a full time special needs assistant which is assigned to a first year student with severe special needs. There are currently 106 students in the secondary department who have been formally assessed as having some form of special educational need, and the 64 receive regular tuition between one and four times a week. In the preparatory department there are 22 and of these 17 receive regular tuition between one and four times a week. There are no special admission procedures for special needs students. The focus of the program is on remediation of core literacy/numeracy problems, plus subject support to help students make progress in their mainstream classes.

ISRAEL, Tel Aviv

SPECIAL EDUCATION

Walworth Barbour American International School in Israel (2010)

PK-12

516

www.wbais.org A student who is limited by academic, emotional, or physical difficulties or who is not proficient in the English language, will be screened by appropriate school personnel (counselors, special educators, ELL teachers) and admitted or re-admitted to WBAIS provided the student can significantly benefit from our program and the student's needs can be accommodated within the context and resources of WBAIS. The profile of a student who falls into this category is:

1. Intellectual capacity should be within normal range as measured by instruments acceptable to WBAIS.
2. Overall academic achievement (as measured by instruments acceptable to WBAIS) must be within two years of grade placement.
3. Some strength must be exhibited in learning-style assessments, as in a typical learning disabilities profile of strengths and weaknesses.
4. Social and emotional development, as diagnosed, should be such that the student is able to function productively in a classroom and school-wide environment. The child must exhibit behavior that demonstrates sufficient attention span, concentration, positive social interaction, and ability to cope with school behavioral expectations so that he/she may benefit from instruction.

Due to the difficulty of obtaining some of the information needed (i.e. testing materials), previous grades and reports may take on added importance when assessing a student's profile. If there is a concern about their ability to succeed, the student may be required to have psycho-educational testing done externally to allow testing to be done in the student's native language by an objective party.

ITALY, Milan**SPECIAL EDUCATION**

American School of Milan (2010) N-12 680
www.asmilan.org Offer a minimal amount of special needs assistance in the Elementary grades only.

International School of Milan (2010) K-13 1,350
www.ism-ac.it The mild emotionally disturbed, speech impaired, and visually handicapped student can be accommodated in the elementary and middle school grade levels. The mild hearing impaired student can be accommodated at all grade levels. The mild learning disabled student can be accommodated in middle school. The mild to moderate learning disabled student can be accommodated in the elementary school. The mild multiply handicapped students can be accommodated in the elementary school. The moderately orthopedically impaired student can be accommodated at all grade levels. The school is accessible to the physically handicapped student. Individual education plans are drawn up with personal targets monitored by teacher and counselor. Require extensive negotiation/involvement of parents. **School Comments:** We are conscious and aware that we offer only limited support for speech needs, especially for students with learning difficulties. Provision in Italy is not extensive and we do not recommend transfer to Milan for families with children who have a special need best catered to in another language (English or other). We do NOT admit children if we do not believe we can offer a valid program. But with extensive negotiation/involvement of parents, we can do a great deal to support students with mild difficulties up to the end of middle school.

Sir James Henderson School of Milan (2010) 1-13 782
www.sjhschool.com Mild to moderate learning disabled students can be accommodated at all grade levels. The mild speech impaired, visually impaired, and orthopedically impaired student can be accommodated at all grade levels. The school is not accessible to the physically handicapped student. The range of programs is provided through UK curriculum.

St. Louis School (2010) N-9 680
www.stlouisschool.com Mild emotionally disturbed, hearing impaired, learning disabled, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated in the regular classroom or through a resource room at the elementary school grade levels. The school uses IEPs. The school is accessible to the physically handicapped student.

GIFTED AND TALENTED

Sir James Henderson School of Milan (2010) 1-13 782
www.sjhschool.com Admission to the program is via an interview and assessments. The focus of the program is on enrichment, in class extension, and extra curricular activities. Students are involved in the program as appropriate for individual needs

St. Louis School (2010) N-9 680
www.stlouisschool.com Focus of program is on acceleration, extension of regular curriculum, and enrichment. Admission is through a parent and teacher report, independent assessment by head teacher and/or school counselor, psychological assessment testing (WIPPS/-R, Neale reading analysis, Peabody, WIAT). The focus of the program is on extension of regular curriculum, acceleration, and they have enrichment specialists.

ITALY, NAPLES**SPECIAL EDUCATION**

Naples Elementary School (DoDEA) (2009) PK-6 950
<http://www.napl-es.eu.dodea.edu/> Mild emotionally disturbed, mentally handicapped, and multiply handicapped can be accommodated through the regular classroom or through the use of a resource room. Mild to moderate learning disabled and speech impaired can be accommodated through the regular classroom or through the use of a resource room. The school is accessible for the physically handicapped. They have staff who have been trained to administer psychological tests and diagnose specific learning disabilities.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-45-

Naples High School (DoDEA) (2009)

7-12

534

<http://www.napl-hs.eu.dodea.edu/> Mild to severe emotionally disturbed, learning disabled, mentally handicapped, multiply handicapped, orthopedically impaired, and speech impaired can be accommodated in the regular classroom and through a resource room. They do not have specific programs for handicapped students. The school is accessible for the physically handicapped. They have teachers who have been trained to administer psychological tests and to diagnose specific learning disabilities.

GIFTED AND TALENTED

Naples Elementary School (DoDEA) (2009)

PK-6

950

<http://www.napl-es.eu.dodea.edu/> Admission to the program is based on USM 2590, a referral process: nomination (parent, teacher, student), minimum 97% on Norm Reference Testing, IQ 130, 97% on Cognitive Scale, 95% on RCM (Raven Colored Material).

ITALY, Rome

SPECIAL EDUCATION

Ambrit Rome International School (2010)

N-8

400

<http://ambrit-rome.com> Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom or through a resource room. Mild emotionally disturbed and orthopedically impaired students can be accommodated in the regular classroom. The school is accessible to the physically handicapped student. There is staff trained to administer psychological tests and diagnose specific learning disabilities.

American Overseas School of Rome (2010)

PK-12

630

www.aosr.org Mild to moderate hearing impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild learning disabled students and mild speech impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Moderate learning disabled students can be accommodated in the regular classroom or through a resource room at the elementary and middle school grade levels. Moderate speech impaired students can be accommodated in the regular classroom and through a resource room at the elementary grade levels. A speech therapist is currently on staff. There is staff trained to administer psychological tests and diagnose specific learning disabilities. The school is not accessible to the physically handicapped.

CORE: The Cooperative School (2010)

PK-6

120

<http://www.coreinternationalschool.it> Mild learning disabled, mentally retarded, and physically handicapped. Qualified help is available for children with special needs and English as a second language.

Greenwood Garden School (2009)

PK-K

40

<http://www.greenwoodgardenschool.com> Mild learning disabled.

Marymount International School (2010)

PK-12

700

<http://www.marymountrome.org/> Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild learning disabled high school students can also be accommodated. The school is accessible to the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities. A speech therapist is currently on staff.

St. George's British International School – La Storta (2010)

K-12

638

<http://www.stgeorge.school.it/> There are specialist departments for S.E.N. and E.A.L.

St. George's British International School – Nomentana (2010)

3-10 yrs

124

<http://www.stgeorge.school.it/> Mild emotionally disturbed students in elementary and middle school grades can be accommodated in the regular classroom. Mild learning disabled, orthopedically impaired, and visually handicapped students at all grade levels can be accommodated in the regular classroom. Mild to moderate speech impaired students in the elementary and middle school grade levels can be accommodated at the elementary and middle school grade levels. The school is accessible for the physically handicapped student. They have staff that are trained to administer psychological tests and to diagnose specific learning disabilities.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-46-

The New School (2010)

PK-12

210

<http://www.newschoolrome.com> Mild to moderate learning disabled and speech impaired students can be accommodated in the regular classroom in the elementary and middle school grade levels. Mild learning disabled high school students can also be accommodated. The school is not accessible to the physically handicapped student. The school can refer students to personnel who have been trained to administer psychological tests and to diagnose specific learning disabilities.

Rome International School (2010)

K-12

400

<http://www.romeinternationalschool.it> Mild to moderate hearing impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild to moderate learning disabled students and mild speech impaired students can be accommodated in the regular classroom or through a resource room at all grade levels. Mild to moderate speech impaired students can be accommodated in the regular classroom and through a resource room at the elementary grade levels. A full-time specialist is on hand to assist children with learning difficulties and to conduct diagnostic tests where appropriate. Two ESL teachers are employed to provide intensive English language lessons to children who arrive from overseas with limited English. The school is not accessible to the physically handicapped.

JAMAICA, Kingston**SPECIAL EDUCATION****Post Comments (2011)**

A number of facilities exist in Kingston for educating the handicapped, although equipment and staff are limited. These schools have limited space and each should be explored for specific needs. Day programs are offered by the Jamaica Association for the Deaf, the Salvation Army School for the Blind, the Step Center, and the Mona Rehabilitation Center for the physically handicapped. Carberry Court Special School has day and boarding programs for the severely mentally handicapped. **None of these programs meets US standards. Kingston is not a special needs post.**

American International School of Kingston (2011)

PS-12

260

http://aisk.com/index.php?option=com_content&view=article&id=124&Itemid=462 Student Support: 1 fulltime ESL and 1 fulltime student support teacher. 1.4 counselor; Level of services provided: mild. No staff trained to diagnose disabilities. We use professionals in our community. We have some trained staff and 1 teacher who will be trained next year to provide support at school. Help in the community exists. We require current psychological-educational evaluations.

Hillel Academy (2011)

PK-12

730

<http://www.hilleljm.com/prep/index.php> Mild to moderate learning disabled. The school has limited access for the learning disabled student.

JAPAN, Nagoya**SPECIAL EDUCATION****Nagoya International School (2010)**

PS-12

340

<http://www.nagoyais.jp/nis> The school would be open to admitting students with special needs and providing support on an individual basis.

JAPAN, Osaka-Kobe**SPECIAL EDUCATION****St. Michael's International School (2011)**

PK-5

160

<http://smis.org/admissions> The appropriate level of educational aptitude and skills required at each year level. St. Michael's International School will accept children with Learning Difficulties if they feel that they can support them and provide a meaningful education for them. Admission for students with Learning Difficulties or Special Needs is on a case-by-case basis.

JAPAN, Tokyo

SPECIAL EDUCATION

Post Comments (2011)

It is IMPORTANT to contact the schools with clear and honest information about what your child's special needs are for guidance as to the appropriate placement. For children with moderate to more severe special needs there are programs available at the following two schools: International Secondary School (ISS) www.isstokyo.com and Yamato International School (Yamato-IS) www.yamato-is.jp.

The American School in Japan (2011)

K-12

1,600

www.asij.ac.jp/ Some learning support offered, in consultation with the Student Support Team, for speech/language difficulties (reading, writing, word study, dyslexia, and math) and learning and study strategies. Special programs offered: English Language Learner, Speech and Language (and hearing) Support, and Counseling and Guidance Programs for Elementary, Middle, and High School.

The American School in Japan, Early Learning Center (2011)

3-5 yrs

150

www.asij.ac.jp/NK/nkhome.htm/ A speech and language pathologist/learning support specialist works with children who have specific needs in these areas and conducts a portion of the language/phonemic awareness program.

AOBA-Japan International School (2011)

K-9

560

www.aobaonline.jp/ Some (mild) learning support offered, in consultation with the Student Support Team under the Director of Learning Support Ms. Kristine Bordner (Kristine.bordner@aobajapan.jp). The school offers a three-tier continuum of services approach to assist in developing the academic, behavioral and social development of students identified in need of extra support. The school has a strong English language support program. The school does not have any psychologist, counselor, or speech therapists on staff.

The British School in Japan (2011)

K-12

500

<http://www.bst.ac.jp> Some (mild) learning support offered as short 'booster-style sessions' that run for a few weeks within the main classroom. The Head of Learning Support, in consultation with parents, and on a case-by-case basis, offers an IEP program for children requiring special needs support. Support programs offered are English as an Additional Language (EAL), Special Educational Needs (SEN), and Very Able and Talented (VA&T). SEN assists those who need help with communication, language, literacy, numeracy, and behavior management

Camp ZAMA (DoDEA) (2011)**Arnn Elementary**

K-6

610

Zama Middle School /Zama American High School

7-12

525

www.azma-hs.pac.dodea.edu Concern and effort are made to individualize instruction as much as possible. The Case Study Committee (CSC) coordinates all special education services within the school. Pupil personnel services include ESL, Learning Development, School Nurse, Speech and Language Clinician, School Psychologist, Counselors, and Adolescent Substance Abuse Counseling Services. The school accepts children with academic and/or behavioral difficulties.

International School of Sacred Heart (2011)

K-12

550

www.iss-h.ac.jp/ Mild learning difficulties, or mild to moderate speech impairment, at the elementary and middle school grade levels, and mild to moderate visually-impaired at all grades. ESL classes offered. Do not have the facilities or resources to accommodate children with moderate or severe special needs.

International Secondary School (2011)

5-12

55

www.isstokyo.org/ A majority of students at ISS get additional support. ISS accepts students with mild to moderate learning disabilities, autism/ASD, ADD/ADHD, at-risk, and behavioral issues. They work with outside specialists, such as occupational therapists, speech therapists (soon on staff), reading specialists, and learning support specialists, and ABA therapists. The general staff are certified in Special Education. Students with learning differences could receive the following: IEPs, academic counseling, small classroom environment, individual instruction, classroom accommodations/modifications, pull-out services, social skills training, homework support, one-on-one class time, and supervised study periods.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-48-

K. International School (2011)

K-12

600

www.kist.ed.jp/ Language support offered. Part-time certified Student Welfare Counselor available for counseling and college guidance with a dedicated counseling room. Can support mild learning disabled, orthopedically impaired, and speech impaired at all grade levels. An assessment or diagnosis service is not available. Financial support available through the School Support Program.

Mitsui Gardens International Preschool (2011)

3-5yrs

70

www.ewatokyo.org Support is given, on a case-to-case basis, for those with mild to moderate difficulties – whether cognitive or physical - through an individualized program designed to meet the needs of the child.

Montessori School of Tokyo (2011)

K-6

150

www.montessorijapan.com/ Generally, classrooms can accommodate a limited number of children with relatively mild special needs (developmental, behavioral, and academic), and have assisted those with mild learning disabled and mentally handicapped in the elementary grade levels, but at this time the school is not accepting new students with exceptionalities.

Seisen International School (2011)

K-12

700

www.seisen.com/ The Student Support Team is made up of the Admin Team, Counselors, Nurse, and a Learning Specialist to assist those having difficulty with academics. Various parts of the developed action plan might include 1:1 ratio or small group pull-out instruction, inclusion or push-in instruction, or a variety of teaching strategies, accommodations, and modifications. College guidance is provided, and a nurse is on staff.

St. Mary's International School (2011) (boys only)

K-12

960

<http://smis.ac.jp/> Offers an ESL program, and has special needs specialists on staff. Counselors include an academic support counselor, Elementary and Middle School counselor, and High School /college guidance counselor. Nurse available.

Tokyo International School (TIS) (2011)

PK-8

380

www.tokyois.com/main/ Two Learning Support teachers on staff who assist with a range of learning (reading, writing, and spelling) difficulties from dyslexia, dyspraxia, ASD spectrum, and ADHD. ESL offered. The school does not have the facilities or personnel required to serve the educational needs of students who have significant physical or emotional challenges, or learning difficulties that may hinder their success in the classroom.

JAPAN, Yokohama**SPECIAL EDUCATION****Richard E. Byrd Elementary School (DoDEA) (2010)**

K-5

<http://www.byrd-es.pac.dodea.edu/> The school fully implements the DoDEA policies, regulations and procedures in all areas of special needs students including GE. Time lines: depending upon the individual student IEP, time guidelines for our mild to moderate students, are established for inclusion programs, pull-out programs (10% of the time). They have staff on board to handle the special needs of the learning disabled and speech impaired.

St. Maur International School (2010)

PK-12

474

<http://www.stmaur.ac.jp/content/learning/studentsupport.html> Mild learning disabled, orthopedically impaired, speech impaired, and visually handicapped students can be accommodated in the regular classroom. The school is not accessible to the physically handicapped student. They have staff trained to administer psychological tests and to diagnose specific learning disabilities.

Yokohama International School (2011)

PK-12

675

<http://www.yis.ac.jp/page.cfm?p=55> Student Support Services team (that includes a School Counselor) assists with Health and Well-being Programs, Social-Emotional Programs, School-wide Themes, Personal Counseling, and Peer Helpers. They provide extra academic support, English as an Additional Language, English for Academic Purposes, the Mother Tongue Program, and college counseling. Two Learning Support Teachers on staff to provide support both within-class and out-of-class, and in individual and group sessions, for those children who find school challenging. Some children might already have an IEP, and others might have difficulties but are not [yet] identified with a learning difficulty.

GIFTED AND TALENTED

Richard E. Byrd Elementary School (DoDEA) (2010) K-5 ----
<http://www.byrd-es.pac.dodea.edu/> Individual GE students are staffed by the Gifted Education Review committee and eligibility is determined by established DoDEA regulations and guidelines by upon standardized scores, previously enrollment in other school system GE programs and local teacher recommendations.

St. Maur International School (2010) PK-12 474
<http://www.stmaur.ac.jp/index.html> Instruction is differentiated to meet needs. Most instruction is ongoing in the classroom.

JERUSALEM

SPECIAL EDUCATION

Anglican International School of Jerusalem (2011) N-12 ----
<http://www.aisj.co.il> The school has a well developed learning support department, which offers both in class and one to one learning support in lessons across the curriculum. For further information, contact: Elementary School: Judy Lederman at ledermanj@aisj.co.il. Secondary School: Liz Album at albuml@aisj.co.il.

Jerusalem American International School (2011) PK-12 140
<http://www.jerusalemis.org/etemplate.php?id=19> The school offers a limited program for mildly to moderately disabled students. Students are admitted on a case-by-case basis. They can serve learning disabled children, slow learners, those needing some instructional support, and children with Asperger's syndrome. Supplemental services are available to provide tutoring, speech therapy, and physical and occupational therapy. The school is able to provide modified instructional programs and will permit classroom personal aides. The school is UNABLE to serve students with behavioral issues, physical disabilities (the school is not accessible), or autism.

JORDAN, Amman

SPECIAL EDUCATION

Al-Masar Child Development Services (2011) 6-18 yrs 30 (full-time)
<http://www.almasar.edu.jo/> Al-Masar is dedicated to providing the highest quality of evaluation services, therapeutic intervention, education, and life skills support to individuals with developmental disorders, neurological dysfunctions, and learning difficulties. Language of instruction is Arabic and English depending on the student's background. Teachers are mainly Jordanian and hold degrees recognized by national and international bodies within their specialty areas. Al-Masar is licensed by the Jordanian Ministry of Education to provide its services for students 6-18, suffering from developmental disorders, neurological dysfunctions or learning difficulties within the mild range of difficulties. The school is open from 8:00 a.m. to 2:30 p.m. Each student's attending hours are determined according to his or her individual needs and capabilities.

American Community School (2011) PK-12 580
<http://www.acsamman.edu.jo> Because of certain limitations inherent in overseas schools, ACS only offers an educational program for children with mild special needs.

International Community School (2011) N-13 350
<http://www.ics-amman.edu.jo> Mild emotionally disturbed and speech impaired students can be accommodated. Mild to moderate hearing impaired, learning disabled, orthopedically impaired, and visually handicapped students can be accommodated. The school is accessible for the physically handicapped student. They offer an in class environment within their school for many children with special needs. Each child is considered as an individual and they look at each case as admission is applied for.

King's Academy (2011) 9-12 424
<http://www.kingsacademy.edu.jo> While the services provided to each student will vary according to the individual's needs, admission to King's would be granted only where the student's needs do not exceed the school's ability to accommodate them, a decision that the school will make.

KAZAKHSTAN, Almaty**SPECIAL EDUCATION**

Almaty International School (2011) PK-12 471
<http://almaty.qsischool.org/> Mild learning disabled, hearing impaired, emotionally disturbed, mentally handicapped, multiply handicapped, speech impaired, and visually handicapped can be accommodated within the regular classroom.

Miras International School (2011) PK-12 576
<http://www.miras.kz/home> Mild speech impaired can be accommodated in the regular classroom. Please note that “mild speech impairment” can refer to children who cannot roll the Russian “r” properly. The school has added a resource room to the services for elementary students.

Tien Shan International School (2011) K-12 194
<http://www.tienshanschool.org/index.php> Services for K-12 for mild hearing impaired, services for K-12 for mild to moderate learning disabled, speech impaired, and visually handicapped, and service for H.S. grade levels for mild emotionally disturbed. They are the only Almaty school with trained staff to test and diagnose learning disabilities, but do not have access for physically handicapped.

KAZAKHSTAN, Astana**SPECIAL EDUCATION**

Miras Kindergarten Pre-School (2011) PK-K ---
<http://www.miras.kz/> Mild speech impaired and emotionally disturbed. Two psychologists, a pediatrician, a speech therapist, a massage therapist, two nurses

Miras International School (2011) K-11 335
<http://www.miras.kz/> Miras offers programs for children in the elementary grades who are mildly emotionally disturbed, hearing impaired, learning disabled, or speech impaired. There are members of staff who are trained to administer psychological tests and diagnose specific learning disabilities, and to work with both gifted/talented and learning disabled children. Miras offers a gifted/talented program at the elementary and middle school levels. The program uses an individual approach for each student. On staff at the school are several trained specialists:

- an MD and 4 nurses (Russian speaking)
- 2 speech therapists (Russian speaking)
- 5 psychologists (1 English speaker)
- a special needs support coordinator
- subject teachers have special education experience.

KENYA, Nairobi**SPECIAL EDUCATION**

Braeburn School at Garden Estates: (2011) PK-12 ---
www.braeburn.com/ This school offers schooling for mainstream students from ages 2-18 in their units referred to as Early Years, Primary School, High School and College. They can accommodate students with physical disabilities and are currently working with a blind student in the Early Years Program. They follow the National Curriculum of England, which they offer in a child-centered environment. They have a special needs staff to help educate students with mild learning disabilities both in the mainstream and out and also offer OT, PT and Speech and Language Therapies. They are willing to consider other students with disabilities on a case-by-case basis.

Eva Naputuni Nyoike Consultants / Acorn Special Tutorials (2011) ----

Email: info@acornutorials.org, evanaputuni@acornutorials.org, www.acornutorials.org

Tele: 0725 959 137

Contacts: Gertrude's Garden Children's Hospital Muthiaga - www.gerties.org/

Eva Naputuni Nyoike was the founder and director of Acorn Special Tutorials a programme for persons with special needs. Eva has now wound up the school and is currently pursuing her Masters in Special Education as

she continues to offer consultancy services. Her services include the following: Educational Assessments and evaluations, Formulation and follow up of individualized educational and treatment plans, Placements and referrals to the appropriate schools, programs and services, Auditory Integration Training AIT, Cognitive Stimulation, Early Intervention, Metabolic Disorders Consultation.

International School of Kenya (ISK) (2011)

PK-12

766

www.isk.ac.ke This K-12 school offers mainstream or integrated programs for students with learning disabilities and/or mild learning problems. They also offer in-class and Learning Resource Center remedial support from qualified learning disabilities teachers. Therapies such as OT/Speech and Language and Physical Therapy are also offered, as are counseling services. At this time they are also accommodating a high school student who is hearing impaired by having teachers wear an amplifier, which transmits to her hearing aids. The campus is not currently accessible to students with physical disabilities who cannot manage stairs, stepping-stones or hills. Campus is beautiful and richly resourced for both teachers and students. The school offers both the International Baccalaureate Diploma and a North American Diploma in the form of an ISK High School Diploma or an ISK High School Honors Diploma. ISK must be contacted in advance since they accept students on a case by case basis.

Kenya Community Center for Learning (2011)

11-21yrs

<http://video.google.com/videoplay?docid=-4972447664057901032#> Currently the students at this special school range in age from 11 to 21. All students have special needs, what they refer to as the "Borderline Child", i.e. not severe but moderate. They currently have two Autistic students, one Down's Syndrome, one Cerebral Palsy; they also have children with ADD, ADHD, Communications Disorders, Blindness, and then a range of Pervasive Developmental Delays. They expect students to be ambulatory, toilet trained and self-fed. They will accept a student with an aide who assists with toileting. Students are grouped by mental ages, which results in a primary, a middle and a senior class plus the class for Autism. Students work to pass the GED test. Functional or Life Skills are also taught. OT/PT/Speech and Language are outsourced but delivered at the school. Assessments can be done by outside consultants. The physical facilities are very limited and might not be acceptable to some U.S. parents.

My School (2011)

PK

60

Telephone: 254-20-3560467 or 3740442 This early childhood school offers a Montessori education to children between the ages of 1 ½ and 6 years of age. They prepare children to enter year one at another school of the parents' choosing. Classes do not exceed 15 students. Most are smaller. The school accepts students with mild to moderate special education needs. They have on staff two well-trained special needs teachers who provide tutoring and specialized instruction, helping teachers to modify instruction for students. They currently have a blind student as well as those with learning challenges. Of the 60 students enrolled, approximately 10% are special needs

The Rosslyn Academy (2011)

K-12

523

www.rosslynacademy.co Students with mission status who have mild to moderate learning disabilities are accepted if space is available in the Resource program. Rosslyn Academy does not have services for children with behavioral, emotional or severe learning difficulties. IEP's and testing MUST be presented with the application form.

School of the Nations (2011)

5-14yrs

www.schoolofthenations.net/beta/prep/ This international Christian school offers a Montessori education to nursery and kindergarten students under the age of 6. The British National Curriculum is followed for students in years 1-7. The school is expanding and expects to offer a program through grade 12 in a few years. They are planning for grades 1-8 for next school year, grades 1-9 for the following, etc. Learning is described as inquiry based, moving from concrete to abstract, offering skills development and group project learning. Students with learning disabilities are integrated into the classrooms. There is a trained special needs teacher and two trained Montessori aides who work with special needs students both in and out of the classroom. Students who cannot be easily accommodated in the classroom work on literacy and numeracy at their own pace with the special needs staff and are mainstreamed for music/art/PE/Sports, etc. OT, PT and Speech and Language therapies are available at the school. Consultants are outsourced to advise on best practice for meeting needs of individual students. Currently enrolled are students with learning disabilities, Down's Syndrome, mild Autism, ADHD and dyslexia.

West Nairobi School: (2011)

PK-12

www.westnairobischool.org/ This Christian K-12 School follows the American system, including aspects of our Federal Special Needs Law as much as possible for students who are on IEPs. The director of the school is a former special needs teacher in the US and has hired many US Teachers (30 on staff this year). They currently have 10 special needs students in grades K-8. Of these, 3 are multiply handicapped moderate special needs students, including one with Down's Syndrome; 4 other students have Autism and the rest are learning disabled. They believe in Least Restrictive Environment; all but 3 students are included in mainstream classrooms. The others are integrated for art/music/PE and any other non-academic subjects such as theatre and community service. It is their plan to expand this program into the high school. They also offer a pre-K (K4) program for 4 year olds. The school provides transportation by 10 busses.

KOREA, Busan

SPECIAL EDUCATION

Busan International Foreign School (2010)

N-12

265

<http://www.bifskorea.org/> Mild learning disabled and mild hearing impaired.

KOREA, Seoul

SPECIAL EDUCATION

The Early Childhood Learning Center International School (2009) PK-Kdg.

182

<http://www.eclcseoul.com/> The school offers some services for special education.

Korea International School (2011)

PK-12

1,164

www.kis.or.kr/index.asp Programs for special needs students with several learning support teachers.

Seoul American Elementary School (DoDEA) (2011)

K-5

1,170

<http://www.seoul-es.pac.dodea.edu/> Special education is a program designed to provide for the special needs of students between the ages of 3 and 21 years of age. It consists of specially designed instruction which will address the individual needs of identified students. This program is the responsibility of the Department of Defense Dependents Schools and services are provided by the special educators and related services personnel. The student plan, which is developed for this program, is called an Individualized Education Program (IEP). For more information see the [DoDEA Special Education](#) webpage.

Seoul American Middle School (DoDEA) (2011)

6-8

605

<http://www.seoul-ms.pac.dodea.edu> The school offers the following pupil personnel services: Case Study Committee; Counselors; IEP; ESL; Nurse Psychologist and Speech Pathologist.

Seoul American High School (DoDEA) (2011)

9-12

800

<http://www.seoul-hs.pac.dodea.edu> In DoDEA, special education and related services are available to eligible students, ages 3 through 21 years of age. To be eligible for special education:

- The child must have an identified disability;
- The disability must adversely (negatively) affect the child's educational performance; and
- The child must require a specially designed instructional program.

Note: Students with a disability who are not found eligible for special education and related services may receive reasonable accommodations and modifications under DoDEA Policy Memorandum: Nondiscrimination on the Basis of Disability in a DoDEA Dependent Educational Programs and Activities.

Seoul Foreign School (2011)

PK-12

1,480

www.seoulforeign.org/ The school offers limited admissions and support to special needs students, and a visiting psychologist is utilized to evaluate referred students.

Yongsan International School of Seoul (2011)

K-12

895

<http://www.yisseoul.org/academics/programs.php> The school has some services for special needs students through its Student Learning Center, which offers pull-out as well as in-class help. School Acceptance of special needs students is on an individual basis, and published information lists services for "students with mild to moderate learning disabilities."

GIFTED AND TALENTED

Seoul American Elementary School (DoDEA) (2010) http://www.seoul-es.pac.dodea.edu/ Enrichment, acceleration, adjustment of the regular curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas. Admission to the program is via a review of standardized tests, cognitive ability individual assessment, teacher recommendation, parent recommendation, and student work. Students are involved in the program 120 minutes per week.	K-5	1,170
Seoul American Middle School (DoDEA) (2010) http://www.seoul-ms.pac.dodea.edu Focus of program is on enrichment and critical thinking, creativity. Admission is via testing (In View Test and Naglieri Test). Students are involved in the program every other day for one period for one semester based on the A/B day schedule.	6-8	605
Seoul American High School (DoDEA) (2010) http://www.seoul-hs.pac.dodea.edu Admission is through testing (In View Test and Naglieri) and screening. The focus is on enrichment and critical thinking, creativity, developing higher level of extension of thinking. Students meet every other day for 1 period per semester.	9-12	800

KUWAIT, Kuwait

SPECIAL EDUCATION

Post Comments (2010)

There are a few schools in Kuwait that are for Special Needs students but our experience with them has been few and far between. Parents should get in touch with the Office of Overseas Schools and the Regional Education Officer in charge of Kuwait to discuss their child's needs. There are few special needs schools such as Hope School, Ideal School; Manarat School, and Fawzia Sultan International School for varying degrees of special needs. The REO has not visited Hope School or Ideal School but in recent visits to Fawzia, which is for those with more severe physical and mental handicaps, and Manarat School, which is for those with less severe handicaps/learning disabilities, she was not convinced that they would meet the needs of American families.

American School of Kuwait (2010) http://www.ask.edu.kw Mild emotionally disturbed, learning disabled, orthopedically impaired, speech impaired and visually handicapped at all grade levels. The school is accessible to the physically handicapped students. There are limited support programs available. Resource teachers can give children extra help if needed. The school is willing to work with students that may need extra help in any class. The school has counseling classes for many different issues that arise with children. The school allows teachers to tutor students outside of normal school hours.	PK-12	1,720
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The British School of Kuwait (2010) http://www.bsk.edu.kw/ Mild learning disabled at elementary and middle school grade levels. They do not have a specific program. The school is accessible for the physically handicapped.	K-12	1,820
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The Fawzia Sultan International School (2010) www.fsis.edu.kw Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, speech impaired, and visually handicapped students can be accommodated at all grade levels. The school is accessible for the physically handicapped student. The school specializes in planning and implementing appropriate individual programs. "The mission of FSIS is to prepare students with learning differences to lead successful lives". "The high school offers both academic and modified programs designed to prepare students with learning challenges for a high school diploma in an American curriculum format." They accept only students for which programs are available and where space is available. They accept students with average to above average intelligence with: mild or moderate learning disabilities and mild ADHD. The students accepted must be able to integrate well with existing programs and classes.	PK-12	135
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KYRGYZ REPUBLIC, Bishkek**SPECIAL EDUCATION****Bishkek International School** (2011)

PK-12

116

<http://bishkek.qsischool.org/bis.html> Students are admitted on a case-by-case basis, based upon the staffing and educational resources that are required and available. The school has been very flexible in this regard.

Hope Academy of Bishkek (2009)

K-11

118

<http://hopeacademykg.com/> Hope Academy does not have an established program for children with special needs. The needs of a child are addressed with the administration. A child with special needs is currently attending.

LAOS, Vientiane**SPECIAL EDUCATION****Vientiane International School** (2011)

PS-12

355

http://www.vislao.com/index.php?option=com_content&view=article&id=89&Itemid=85 Present special education needs at VIS include: Specific learning difficulties; Mild language and communication disorders; Emotional and behavioral difficulties; Mild sensory impairments; Mild medical conditions; Mental health conditions; Gifted and talented. Continuous communication, collaboration and commitment are central to SEN and learning support at VIS.

LATVIA, Riga**SPECIAL EDUCATION****International School of Latvia** (2011)

PS-12

189

<http://www.isl.edu.lv/learning-resource-center> Mild emotionally disturbed students at the elementary and middle school grade levels can be accommodated. Mild to moderate learning disabled students at elementary and middle school grade levels can be accommodated. Students are admitted on a case-by-case basis, based upon the staffing and educational resources that are required and available.

LESOTHO, Maseru**SPECIAL EDUCATION****Machabeng College** (2010)

6-12

559

<http://www.machcoll.co.ls/> Mild emotionally disturbed, learning disabled at middle and high school grade levels. Moderate emotionally disturbed and visually handicapped at middle school grade levels. Mild hearing impaired, speech impaired at the middle school grade level. The school is not accessible for the physically handicapped student. They have differentiation, extra classes and special support classes but no formal program. Everything is set up on an individual as needed basis.

LITHUANIA, Vilnius**SPECIAL EDUCATION****American International School of Vilnius** (2011)

PK-10

189

www.aisv.lt/en/ Small classes at the school makes it possible to admit students with mild and moderate learning needs. The school has been flexible in this regard.

MACEDONIA, Skopje**SPECIAL EDUCATION****QSI International School of Skopje** (2011)

PK-12

93

<http://skopje.qsischool.org/index.html> Students are admitted on a case-by-case basis, based upon the staffing and educational resources that are required and available and the school has proven to be receptive to admitting and working with children with special needs. Programs for students with special needs are limited. Enrollment is determined on a case to case basis.

COUNTRY/CITY/SCHOOL**GRADES****ENROLLMENT**

-55-

Nova International Schools (2011)

K-12

452

http://www.nova.edu.mk/EN/life_at_nova/special_learning_support/center_for_differentiated_learning.aspx A program at the elementary and middle school levels to support students with mild, special needs, providing testing when called for and, depending on the results, the school works with parents and teachers to develop program modifications that will allow students to be successful.

GIFTED AND TALENTED**Nova International Schools (2011)**

K-12

452

http://www.nova.edu.mk/EN/life_at_nova/special_learning_support/center_for_differentiated_learning.aspx There is a program available. Admission is through English and Math diagnostic tests, teacher recommendations, and an interview with the Head of School. The focus is on enrichment, acceleration, adjustments, and regular curriculum. Students spend 1-2 hours with the teacher at least twice a week.

MADAGASCAR, Antananarivo**SPECIAL EDUCATION****The American School of Antananarivo (2011)**

PS-12

253

<http://www.asamadagascar.org/special-needs.html> Where an individual child's needs differ from those of the majority in the class, our faculty will endeavor to work with the student and parents to identify the best means of achieving academic goals for each child.

In certain situations the ASA will recommend the introduction of extra adult support on campus. This may include out-of-class tutorials up to one period per day and/or in-class shadow teachers/aides. To ensure smooth integration with normal classroom work, the ASA reserves the right to determine the appropriateness of individual support personnel so engaged. However, all salary and other non-accommodation costs of the adult tutor or teacher will be borne by the parents of the concerned student.

The ASA reserves the right to deny admission or re-admission to any student for whom it cannot provide an appropriate educational environment. The Student Assessment Committee will make such decisions on behalf of the ASA taking into consideration prior student records, interviews with student and parents, and any medical or other input deemed relevant by the SAC or parent. For additional information regarding the ASA's policy for special needs students, please refer to section 7.1 in the Policy Manual, available in the Library or Front Office.

MALAWI, Lilongwe**SPECIAL EDUCATION****African Bible College Christian Academy (2011)**

PK3-12

280

http://africanbiblecolleges.org/abc_malawi.php Mild to moderate learning disabled. Mild speech impaired. There is a parent with a special education background who comes in to work with the kids, but it is NOT a fully structured program. The school is accessible for the physically handicapped.

Bishop Mackenzie School (2011)

PK-12

703

<http://www.bmis.mw/> Mild learning disabled at all grade levels. Mild learning disabilities are supported both in the regular classroom and resource room by the learning specialist teacher. English as an additional language students are supported both through the regular classroom and resource room by the EAL specialist teachers. Psychological testing and diagnosis of special learning disabilities are catered by a visiting specialist from South Africa each year or are undertaken by parents during vacation time outside of Malawi. Mild orthopedically impaired and visually handicapped at all grade levels.

MALAYSIA, Kuala Lumpur**SPECIAL EDUCATION****Early Autism Project (2010)**

3-6 yrs

www.autismmalaysia.com/ EAP is devoted solely to the treatment of children with autism. They offer both home and centre based ABA programs and services. They provide intensive and individualized early behavioral intervention treatment programs focused on the individual needs of each child and family. All children in the

program received individualized treatment in their homes to meet their needs under the supervision of experienced clinical staff, including a supervisor and/or clinic director and a WEAP Senior Consultant. EAP Supervisors train the family and therapy team to implement curriculum using behavioral intervention which form the basis of Dr. Ivar Lovaas' approach: the use of discrete trials, positive reinforcement, prompting, shaping and programming for generalization. In addition, a variety of other treatment approaches and strategies may be used to teach specific skills when appropriate for individual children. Their expertise is with younger children. They accept children up to 5 years of age, but have worked with families of older children to make integration programs. They work with children 3-6 years of age in a group or "school" environment with a 1:1 ratio child to therapist/"shadow" aide. Children 6 mths. to 1 yr. are treated on an individual basis in a home-based program and then moved to a group or center environment. They limit their enrollment to 10 students for the center-based program.

Hils Learning Centre Sdn. Bhd (2010)

www.hilslearning.com/about.hilslearning.hilarycraig.php A learning center for persons who learn differently, or "labeled" as having "special needs" or have learning difficulties. They specialize in developing strategies for helping individual learners meet their own unique challenges. They recognize and utilize many different methodologies in helping the student who experiences learning difficulty. They observe the individual for their strongest learning mode and respond by offering learning support, matching the most appropriate remediation to the individual's needs. The programs are all designed to include parents and welcome their participation. Hils Learning Centre works closely with an orthoptist for visual difficulties; an occupational therapist for sensory and physical therapy; an institute of neuro-physiology psychology practitioner for retained reflexes; a music therapist for physical cognitive and social needs; and a nutritionist for dietary advice. They liaise with schools, doctors and other professionals involved with the child.

International School of Kuala Lumpur (2010)

PK-12

1,479

<http://www.iskl.edu.my/high/services.php> The school offers some limited support services, adopting an "inclusion mode" enabling students with special needs to participate in the classroom program with classroom support, consultation, collaborative teaching, resource, and special assistance, as appropriate.

MA Joseph Special Needs Sdn.Bhd. (2010)

3-27 yrs

25

www.myautisticmalaysia.com A special needs center dedicated to helping children using behavior modification. The center has helped many autistic children to be normalized and integrated into mainstream schools. The philosophy is based on modifying the behavior of the autistic by observing and assessing their behavior and then creating a program for the parents. Parents are required to give all the necessary information in regards to the child's diet, sleeping patterns, obsessions and the difficulties that they are facing with their child. Based on this subjective assessment, an individualized program for the child would be created. MA Joseph Special Needs Centre also offers a Montessori based Kindergarten program within the special needs curriculum. They offer extensive in-house training for parents of special needs children in their program. In-house, hands-on training is provided for all Special Education teachers and aides. They maintain very strict interviewing and hiring practices; all teachers and aides are required to have qualified degrees and diplomas in Special Education and Nursing. Quality, qualified training and service are the maxim. Current enrollment is approximately 25 students.

Special Children Society of Ampang (SCSOA) (2010)

3yrs-Early Adult

<http://www.scsOA.org.my/website/acceptance.html> The Society's mission is to provide an education which will enable children and adults with learning disabilities to live as an integral part of society. They work with Down syndrome, autism, cerebral palsy, global delay, Prader Willi syndrome, slow learner, and hearing impairment.

MALTA, Valletta

SPECIAL EDUCATION

Chiswick House School/St. Martin's College (2011)

PK-12

1,329

<http://www.smc.edu.mt/> Mild emotionally disturbed/learning disabled/speech impaired at the elementary and middle school grade levels in the regular classroom and through the use of a resource room. The school is accessible for the physically handicapped student. They have staff who has been trained to work with the Gifted, Learning Disabled, and other types of handicaps. They have staff who can administer psychological tests and diagnose specific learning disabilities. They offer alternative learning programs – during these sessions students are either helped with a learning support assistant in the classroom or they helped on a one to one basis.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-57-

Verdala International School (2011)

PK1-12

330

<http://www.verdala.org/> Mild hearing impaired at the elementary and middle school grade levels. Mild learning disabled at all grade levels. Moderate learning disabled at elementary and middle school grade levels. Moderate mentally handicapped at the middle school grade levels. Mild orthopedically impaired at the elementary school grade level. Moderate orthopedically impaired at the elementary and middle school grade levels. Mild speech impaired at the elementary school grade level. Mild visually handicapped at the high school grade level. The school is accessible for the physically handicapped student.

GIFTED AND TALENTED

Chiswick House School/St. Martin's College (2011)

PK-12

1,329

<http://www.smc.edu.mt/> Gifted and talented children are identified and efforts are made to challenge them within the classroom setting through differentiated teaching and learning strategies. G/T students are also invited to participate in our School of Excellence Program. This specialized program will extend their learning in a number of diverse areas such as creative writing, information technology and computer science/robotics, the Classics and Sports.

Verdala International School (2011)

PK1-12

330

<http://www.verdala.org/> The school has gifted and talented programs at the school. Admission to the gifted talented program is through past school records or intelligence test. Adjustment to the curriculum and advanced level work is available. Daily adjustments are made in mainstream class.

MAURITIUS, Port Louis

SPECIAL EDUCATION

Alexandra House School (2011)

K-6

100

<http://www.alexandrahouseschool.com/> Mild emotionally disturbed, learning disabled, and orthopedically impaired at the elementary grade levels. Moderate hearing impaired at the elementary grade levels. No set programs but due to small class sizes they can offer individual attention. Children must be able to cope in a regular classroom. They mainstream at achievement level rather than age level.

Clavis International Baccalaureate Primary School (2011)

R-6

450

<http://www.clavis.mu/default.asp> Mild emotionally disturbed, hearing impaired, learning disabled, speech impaired and visually handicapped at the elementary grade levels. Clavis defines itself as an inclusive school and is willing to accept students with MILD challenges on a case-by-case basis. There is a counselor, a support services teacher and a part-time speech therapist on the staff. The child must be able to function in a regular classroom.

International Preparatory School (2011)

R-6

350

<http://www.ips-mu.com/> Mild learning disabled at the elementary grade levels. The school employs a Special Education Needs coordinator as well as an English as a Second Language Specialist. They work with students on a short term basis. Students with MILD learning difficulties such as ESL, ADD, ADHD, are admissible as long as the student can cope in a regular classroom.

Le Bocage International School (2011)

7-12

547

<http://www.lebocage.net/> Special needs students are accepted at Le Bocage if they fall within the "normal range of ability" for a child of their age. This is determined by completion of a test in both English and Mathematics, however support for learning is provided for a small number of students with specific learning difficulties, such as dyslexia, attention deficit disorder, dyspraxia, and dyscalculia, LBIS has a Special Education Needs team of three teachers, and a nurse who works with the mainstream curriculum teachers. The aims of the department are to help students to overcome the specific learning difficulties that they face. This is made through differentiation in lessons, support in mainstream classes, withdrawal from a subject on a short-term basis or in very few cases, a reduced curriculum. Mild emotionally disturbed, hearing impaired, mentally handicapped, multiply handicapped, orthopedically impaired, speech impaired, and visually impaired. Mild to moderate learning disabled.

GIFTED AND TALENTED

Alexandra House School (2011)

K-6

100

<http://www.alexandrahouseschool.com/> Admission to the program is through normal classroom observation plus grade level testing and diagnostic reading test. Focus of program is on enrichment, adjustment of the regular curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas.

MEXICO, Ciudad Juarez

SPECIAL EDUCATION

For those parents who have children with mild learning disabilities, delayed speech development, ADD and ADHD the school below does provide specialized help for students. Many of the private schools in El Paso and Juarez do not employ special need staff at the school, but do outsource.

A) El Paso Bridges Academy, www.bridgesacademy.org . Private, grades 1-9

- 901 Arizona El Paso, TX 79902-0799

USA. Telf: (915) 532-6647

The El Paso Bridges Academy offers children a safe and caring environment in which to learn. The school was established in 1979 for children with dyslexia and attention deficit disorder. It has very small classes (8-10 students per class) and a very relaxed and informal atmosphere. All students' schedules are individualized for reading, language arts, and mathematics. The Academy's teachers are specially trained proven teaching methods. The El Paso Bridges Academy is accredited by the Texas Alliance of Accredited Private Schools.

B) Any student with special needs attending public schools in the El Paso area will receive services related to their needs.

MEXICO, Guadalajara

SPECIAL EDUCATION

American School Foundation of Guadalajara (2011)

PK-12

<http://www.asfg.mx/asfg/default.aspx> ASFG will accept and provide academic support and accommodations for students with minor learning disabilities for up to 10% of the student population.

MEXICO, Hermosillo

SPECIAL EDUCATION

Colegio Edia (2010)

K-12

www.edia.edu.mx Attention disorders with and without hyperactivity. Learning: behavior problems, reading and writing, language.

Instituto Angel de la Guarda (2010)

www.centroamas.edu.mx/ Support Services for kids and teenagers. Services: Vision, audio and language therapists and psychologists. If it is needed, they can give the service in English.

MEXICO, Mexico City

SPECIAL EDUCATION

American School Foundation A.C. (2011)

K-12

2,500

<http://www.asf.edu.mx/Institutional/Academics/AcademicsDownloads/SAS.pdf> Services for Academic Success (SAS – the school's special education department) provides services for English-speaking students with LD, ADHA, and Speech/Language disorders. It aims to close learning gaps in order to assure optimal functioning in the regular programs. Mild to moderate learning disabled at all grade levels. Mild to moderate speech impaired at the elementary school grade level. The school is accessible for the physically handicapped. They have staff trained to administer psychological tests and diagnose specific learning disabilities. Services are available for students with Attention Deficit Hyperactivity Disorder. Services are also available at the kindergarten level for students with mild speech impairments. Accommodations can be made for qualified students with visual, hearing and orthopedic disabilities or multiple disabilities with help from outside professionals. Early intervention is available at the kindergarten level for students at risk for learning disabilities.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-59-

Escuela Lomas Altas (2011)

N-6

265

http://www.lomasaltas.edu.mx/ing_https/ela_ing.htm School does not have a specific program but once a student has gone through the admission process and has been admitted to the school, they will consider if they can help that specific type of special need and offer an IEP.

Greengates (2011)

PK-12

1,242

<http://www.greengates.edu.mx/> Greengates does not have a special education department, but will discuss options and work with parents on a case by case basis.

Westhill Institute (2011)

PK-12

648

<http://www.westhillinstitute.edu.mx/> Blind at all grade levels can be accommodated. The mild emotionally disabled and mentally handicapped at all grade levels. Mild to moderate learning disabled, multiply handicapped, orthopedically impaired, speech impaired, and visually handicapped can be accommodated. The school is accessible for the physically handicapped. These students can all be accommodated either in the regular classroom or in a resource room.

MEXICO, Monterrey

SPECIAL EDUCATION

American School Foundation of Monterrey (2011)

N-12

2,400

<http://www.asfm.edu.mx/> Programs are available for students with mild special learning needs, and staff has been added to address special needs education. Educators include a psychologist, counselor, and learning disabilities specialist.

MEXICO, Tijuana

SPECIAL EDUCATION

Sunnyside Elementary School (2011)

K-6

396

<http://www.cvesd.org/sunnyside/default.aspx> Special education services are available and SES serves as a center in the district for children who have mild to moderate special needs. The school has the services of a speech therapist and other specialists who are on site and shared throughout the district.

Bonita Vista Middle School (2011)

7-8

<http://bvm.suhsd.k12.ca.us/> Extensive program for children with special needs.

Bona Vista High School (2011)

9-12

www.bvhigh.com Extensive program for children with special needs.

MICRONESIA, Kolonia

SPECIAL EDUCATION

Seventh Day Adventist School (2011)

K-12

530

pnisda@gmail.com Mild emotionally disturbed. Mild to severe learning disabled at all grade levels. Severe orthopedically impaired at the middle school grade levels.

MOLDOVA, Chisinau

SPECIAL EDUCATION

QSI International School of Moldova (2010)

PK-10

67

<http://www.qsi-md.org/> The school offers assistance to special needs students on a case-by case basis. The school has been flexible regarding the acceptance of students with mild special needs.

MONGOLIA, Ulaanbaatar

SPECIAL EDUCATION

International School of Ulaanbaatar (2010)

PS-12

260

<http://isumongolia.edu.mn/> Mild learning disabled.

MONTENEGRO, Podgorica

SPECIAL EDUCATION

QSI International School of Montenegro (2011)

3-13 yrs

65

http://www.qsi.org/mtg_home/mtg_home.htm Students are admitted on a case-by-case basis, based upon the staffing and educational resources that are required and available. The school is very flexible in this area and willing to work with parents regarding their children's needs.

MOROCCO, Rabat

SPECIAL EDUCATION

Rabat American School (2011)

PK-12

424

<http://www.ras.ma> Mild learning disabled and emotionally disturbed at the elementary grade levels. There is small group instruction for mild learning disabilities every day and in-class collaborative support. On staff they have a special education teacher for elementary grade levels and a special education teacher for secondary grade levels. There is a part-time school psychologist as well.

NAMIBIA, Windhoek

SPECIAL EDUCATION

Deutsche Hoere Privateschule (2010)

N-12

1,200

<http://www.dhps-windhoek.de/> Mild emotionally disturbed students can be accommodated. Mild to moderate hearing impaired at all grade levels. Mild learning disabled at all grade levels. Mild multiply handicapped and orthopedically impaired at all grade levels. Mild to moderate speech impaired. The school is accessible for the physically handicapped.

Little Penguins Montessori Pre-Primary School (2010)

18 mths-7 yrs

78

littlepenguins@iway.na Mild learning disabled. Mild to moderate physically handicapped and mentally retarded. School had a student with down syndrome and staff is trained to teach and care for children with Special Needs.

Montessori Kindergarten (2010)

21/2 – 7 yrs

70

montprek@iway.na Mild physically handicapped. School can provide education to special needs children but parents need to provide additional assistance such as a nanny.

St. George's Diocesan Preparatory School (2010)

PK-10

450

www.stgeorgesnamibia.com Mild hearing impaired and learning disabled in the regular classroom. The school is not accessible for the physically handicapped student.

Windhoek International School (2010)

K-12

311

www.wis.edu.na Mild emotionally disturbed at the elementary and middle school grade levels. Mild to moderate hearing impaired at the elementary and middle school grade levels. Mild learning disabled at the elementary and high school grade levels. Mild mentally handicapped, orthopedically impaired, speech impaired and visually handicapped at the elementary and middle school grade levels. Support is provided to children with special education needs in their own classrooms. There is help for specific learning disorders such as dyslexia, mild autism, and mild Down syndrome.

NEPAL, Kathmandu

SPECIAL EDUCATION

Lincoln School (2010)

PK-12

340

www.lsnepal.com Mild hearing impaired at the high school grade level, mild learning disabled at all grade levels, mild mentally handicapped at the elementary grade levels, mild to moderate speech impaired at the elementary grade levels. The mild developmentally delayed student is helped 100% in the regular classroom. The school does use a resource room. The school is not accessible for the physically handicapped student.

NETHERLANDS, The Hague**SPECIAL EDUCATION**

The American School of The Hague (2011) PK-13 1,066
<http://www.ash.nl/> Mild learning disabled, hearing impaired, mild orthopedically impaired, speech and language impaired, autism and intellectual disabilities.

The British School in the Netherlands (2009) PK- Year 13 2,070
<http://www.britishschool.nl/Pages/default.aspx> Mild hearing impaired, mild to moderate learning disabled, and mild to moderate speech impaired.

The Lighthouse Special Education (2011) 3-13 yrs 25
www.lighthouse.nl/. Established in 1998, it serves the highly mobile international community with children with special educational needs while they are living in the Netherlands. Lighthouse offers a new chance for children with complex behavioral and/or developmental problems.

GIFTED AND TALENTED

The American School of The Hague (2011) PK-13 1,066
<http://www.ash.nl/> Focus of program is on enrichment, adjustment of the regular curriculum, creativity and critical thinking provided to students in grades 1-8.

The British School in the Netherlands (2009) PK- Year 13 2,070
<http://www.britishschool.nl/Pages/default.aspx> Adjustment to the regular curriculum, opportunities for open-ended learning, and very occasionally acceleration through grade levels.

NETHERLANDS ANTILLES, Curacao**SPECIAL EDUCATION**

International School of Curacao (2010) K-12 500
http://www.edline.net/pages/Intl_School_of_Curacao/Design_Resources/Shortcuts/High_School/Learning_Resource There is a learning center with two full time teachers who service mildly disabled students. The director has plans to continue to expand the learning center to include additional specialists, a nurse and others who can assist students with special learning needs.

NEW ZEALAND, Auckland and Wellington**Post Comments** (2011)

A range of support is available to schools to ensure all students take part in the education process. All schools receive the Special Education Grant from the Ministry of Education. State and Integrated schools receive the majority of the funding and therefore have more resources, programs, and personnel for educating special needs students. Students with special education needs include those with disabilities, learning difficulties, communication or behavioral difficulties, sensory or physical impairments. Private/Independent schools are smaller and receive less funding from the government. In these schools, parents sometimes have to pay out of pocket for additional educational programs and individually targeted assistance. The options for parents of special needs children in New Zealand sound very good in theory however, the reality is there are too few specialists and support teachers to meet the needs of the community. Waiting lists are long (8-20mths) and there are no guarantees regarding placement. Depending on the child's needs and where they fall on the special needs spectrum, two options exist for initial first steps. Parents should contact the school where they would like to enroll their child and work with the educators and administrators to determine classroom placement. Or for children with moderate to high special needs, the first point of contact should be the Ministry of Education to begin the assessment process and discuss educational possibilities.

School Options

There are a three school settings available to students with special education needs; mainstream classrooms, special schools, and special education classes within mainstream schools. In **Wellington**, there are two State schools with dedicated special education units for children with the highest need in Miramar and Johnsonville. These two units

serve a population of approximately 60 students aged 5-13 years old. The programs at these schools are designed in conjunction with specialists, therapists, and families. When appropriate, the children take part in the mainstream classes with the assistance of education support workers. In the special needs units, the children are taught in group settings and also receive individual one on one time with the teacher to reinforce educational concepts. In **Wellington**, there is a special school for children with special needs located one block from the Embassy. Kimi Ora School enrolls a maximum of 30 students and enables students to access occupational, speech, music, and physiotherapies throughout their daily schedule. Due to its small size, there is a lengthy waiting list at this school. Auckland has approximately 6 specialized schools for special needs students. Parents should be aware that the programs available for special needs students may not be the same as those offered in the US. State schools are required to enroll any child living in their zone; private schools may or may not accept a student based on his/her needs. It is best to contact potential schools early, and provide as much information as possible about the student. This will help the school determine if they have programs available that will meet the student's needs. Parents are **strongly encouraged to contact the Community Liaison Office (CLO) as early as possible for assistance** in the selection process to find a school for their special needs student.

Ministry of Education, Special Education Services www.minedu.govt.nz

Specific Learning Disabilities Association NZ - SPELD (2011) ---

www.speld.org.nz Established to help children achieve even though they may learn differently. Objectives are: advocacy; assessment and tutoring; family support.

- Deaf Association of New Zealand www.deaf.org.nz
- Autism New Zealand www.autismnz.org.nz
- New Zealand Down Syndrome Association www.nzdsa.org.nz
- ADHD Support and Information Network www.adhd.org.nz
- Parent to Parent www.parent2parent.org.nz
- Parents of Vision Impaired New Zealand www.pvi.org.nz
- Johnsonville School Special Education Unit www.johnsonville.school.nz
- Miramar Central School Special Education Unit www.miramarcentral.school.nz
- Kimi Ora School www.kimiora.school.nz

NICARAGUA, Managua

SPECIAL EDUCATION

American Nicaraguan School (2011)

PK-12

931

<http://www.ans.edu.ni/> Learning support services in the areas of remedial reading, learning differences, ELL, and SLL are available for elementary, middle, and high school students.

NIGER, Niamey

SPECIAL EDUCATION

American International School of Niamey (2009)

PK-11

68

<http://sites.google.com/site/aischoolniamey/> Mild learning disabled and visually handicapped in the regular classroom. The visually handicapped can be accommodated with DOS assistance.

NIGERIA, Abuja

SPECIAL EDUCATION

American International School of Abuja (2011)

PS-12

489

<http://www.aisabuja.com/index.php?pid=1> AISA is a fully-inclusive school with a strong emphasis on college-preparation. AISA's Philosophy includes the following statement: to "enable students to maximize their optimum potential for learning." There are no classes specifically established for children with learning disabilities, any other disabilities, or for those who are gifted and talented. However, instruction is developmentally appropriate in the early childhood division, reading instruction is differentiated in the elementary division, and AP classes are offered within the secondary division; all indicators that AISA strives to meet the needs of its students.

Currently, AISA has staff who can administer and interpret academic and ability testing, as well as the Connors Behavior Rating Scales which is an indicator of Attention Deficit Disorder. A part-time Speech and Language Pathologist is available to parents for assessment as well as direct intervention; this is a privately arranged service, for which the parents incur any additional fees.

The application process includes completion of the application form, submission of three years of student records, standardized test results, health screening, immunization records, admission test, and confidential reference from school.

NIGERIA, Lagos

SPECIAL EDUCATION

American International School of Lagos (2010)	PK-12	791
http://www.aislago.org/documents/admission/support.services.pdf The school can address the needs of students with mild to moderate disabilities only. It is important that parents send full information on their children's needs before planning to bring them to Lagos. The layout of the school is not handicapped accessible because of the many steps and levels.		

NORWAY, Oslo

SPECIAL EDUCATION

Frogner International Preschool (2011)	3-6 yrs	----
http://www.minbarnehage.no/minbarnehage/frogner/pilot.nsf/vIndexAll?Opennavigator Mild specific learning disabled students can be accommodated.		
Oslo International School (2011)	PK-12	606
http://www.oslointernationalschool.no/publish.aspx?fid=166 Mild emotionally disturbed and visually handicapped; mild to moderate hearing impaired, orthopedically impaired, learning disabled and speech impaired. The school is accessible for the physically handicapped. They cater to different abilities and disabilities. Arrangements are made when necessary for outside specialists to provide support for individual cases.		

OMAN, Muscat

SPECIAL EDUCATION

ABA – an IB World School (2011)	K-12	989
http://www.abaoan.edu.om Mild emotionally disturbed and orthopedically impaired at the middle school grade level in the regular classroom. Mild hearing impaired at the high school grade level in the regular classroom. Mild learning disabled, speech impaired, and visually impaired at all grade levels. Moderate learning disabled at the elementary and middle school grade levels. Moderate speech impaired at the elementary school grade level. They have staff who have been trained to administer psychological tests and diagnose specific learning disabilities. School is partially accessible to physically handicapped students.		
The American International School of Muscat (2011)	EC-12	636
http://www.taism.com Mild hearing impaired at the elementary and middle school grade levels. Mild to moderate learning disabled at all grade levels. Mild mentally handicapped, multiply handicapped, and orthopedically impaired at the elementary school grade level. Mild speech impaired at all grade levels. The school is accessible for the physically handicapped. Special needs students are supported through pull-out and one-on-one support.		

PANAMA, Panama City

SPECIAL EDUCATION

Balboa Academy (2010)	PS-12	753
http://www.balboaacademyweb.org/ Students with mild special needs may be considered for admission. Balboa Academy offers the following services: remedial math and reading during school hours and speech, physical, and occupational therapy are available at the school by contract during school hours.		

COUNTRY/CITY/SCHOOL**GRADES****ENROLLMENT**

-64-

International School of Panama (2010)

PK-12

941

http://www.isp.edu.pa/index.php?option=com_content&view=article&id=71&Itemid=83 Mild hearing impaired and learning disabled at all grade levels. Mild speech impaired at the elementary and middle school grade levels. There is inclusion support for the learning disabled. The school is handicapped accessible but they do not have elevators at this time.

PAPUA NEW GUINEA, Port Moresby**SPECIAL EDUCATION****Ela Murray International School (2011)**

K-8

370

<http://elamurray.com/> The school would be willing to consider the admission of special needs students on an individual basis. There however is no support in the community for a child who might need speech or occupational therapy or any kind of psychological services.

PARAGUAY, Asuncion**SPECIAL EDUCATION****Post comments (2010)**

Schools have a limited ability to address special needs children with learning disabilities or those who are especially gifted or talented. Parents looking for special programs should query the Embassy and the schools directly. Although school literature may mention special needs programs, these programs may not correspond to U.S. expectations. Parents should ask each school detailed questions about the services offered and the qualifications of the providers.

American School of Asuncion (2011)

PK-12

642

<http://www.asa.edu.py/index.php> Mild learning disabled and hearing impaired.

Asuncion Christian Academy (2010)

PK-12

200

<http://acaknights.org/> Mild to moderate learning disabled students at the elementary and middle school grade levels can be served within the regular classroom and through a resource room.

Pan American International School (2010)

N-12

216

<http://www.pais.edu.py/english/individual.html> The school continues to maintain a resource program for students with mild learning needs.

St. Anne's School (2010)

K-12

390

<http://www.sas.edu.py/index.htm> Mild learning disabled.

PERU, Lima**SPECIAL EDUCATION****Post Comments (2011)**

It is imperative that families contact schools prior to assignment to Lima to discuss whether or not the school can meet the educational needs of your child. This is particularly true in the situation where a child has special needs. It is recommended that parents should review information from all the schools available and, if possible, interview schools prior to enrollment.

Centro Ann Sullivan del Peru (CASP) (2011)

Birth-18 yrs

400

www.annsullivanperu.org CASP is a nonprofit organization recognized worldwide for being a model research and demonstration center for people with different abilities. It serves a population of about 400 persons of all ages from birth through adulthood with a variety of developmental disorders with significant cognitive impairments and physical limitations. The key goal of CASP is to provide individual education and vocational training programs for people with different abilities and their families. The programs allow all those we serve to live happy and productive lives with mutual respect for the capabilities of all. A key focus of this goal is for the student-workers to be independent, productive, included and thus happy in life and for the families to be able to be proud of what their children achieve. Their programs include early intervention program for birth to 2 year olds; classroom program for children 2 to 18; an inclusion program for children mainstreamed at a local school; and an assisted work program for those 16 years and older.

Colegio Franklin Delano Roosevelt (2011)

EC3-12

1,451

<http://www.amersol.edu.pe/fdr/ld/> The American School of Lima also offers a range of programs for students with special needs, including mild learning disabilities, remedial assistance, and speech and language therapy.

International Christian School of Lima (ICSL) (2011)

K-12

140

www.icslima.org ICSL students with special needs or learning disabilities are accepted if they can function in the classroom. A reading specialist helps to develop a special program for these students and partners with the parents to insure their child's success. For more information, please contact Director John Havill at jrhavill@hotmail.com

PHILIPPINES, Manila**SPECIAL EDUCATION****Brent International School (2011)**

N-12

1,115

<http://www.brent.edu.ph/> Mild emotionally disturbed and visually impaired children can be handled at all grade levels in the regular classroom and through the use of a resource room. Severe hearing impaired children can be handled at the high school grade levels. Mild to moderate learning disabled and multiple disabilities children can be accommodated in the regular classroom and through the use of a resource room. Mild speech impaired and orthopedically impaired students can be accommodated at all grade levels. Mild to moderate intellectual disability can be handled through the regular classroom, the use of a resource room or a self-contained classroom. Mild to severe ADHD and ASD students can be accommodated in the regular classroom and through the use of a resource room. Severe ASD can be accommodated in the regular classroom, through a resource room and/or self contained classroom. The school's Main Campus is handicap accessible. They have teachers and administrators who have received training to work with the Learning Disabled.

Faith Academy (2011)

K-12

566

<http://www.faith.edu.ph/> Mild to moderate learning disabled at all grades levels. Mild speech impaired at the elementary school grade levels. They have staff who have been trained to administer psychological tests and diagnose specific learning disabilities.

International School Manila (2011)

PK-12

2,020

http://www.ismanila.org/portal/alias_/lang_en/tabID_226/DesktopDefault.aspx Mild to moderate hearing impaired at all grade levels. Mild to moderate learning disabled at all grade levels. Mild multiply handicapped at all grade levels. Mild orthopedically impaired at all grade levels. Mild to moderate speech impaired at all grade levels. Mild visually handicapped at all grade levels. The school is accessible for the physically handicapped.

Mahatma Gandhi International School (2011)

K-12

160

<http://www.mgis.com.ph/index.html> Mild deaf/blind/emotionally disturbed in the regular classroom. Mild hearing impaired at the elementary and middle school grade levels in the regular classroom. Mild learning disabled at the elementary and middle school grade levels in the regular classroom and through the use of a resource room. Mild speech impaired at the elementary and middle school grade levels in the regular classroom and through the use of a resource room. Mild visually handicapped at the elementary and middle school grade levels in the regular classroom and through the use of a resource room. The school is accessible for the physically handicapped student. Teachers and administrators have been trained to work with the learning disabled. There is staff who have been trained to administer psychological tests and diagnose specific learning disabilities.

Pre-School Camp (2009)

1.6-5.5 yrs

35

Tel.: (02) 852-4921 Since Pre-School Camp started operations in 1993, we have already admitted students with special needs. These have so far only included children diagnosed with ADHD, ADD, mild Autism, mild Cerebral Palsy. They do not have specialists in the school but they have worked with their specialists who would come on a regular basis to guide the children as well as give the teachers feedback and suggestions for effective mainstreaming/inclusion in our daily classroom activities.

Summit School (2011)

1-5 yrs

70-100

Bankstreetsummitschool@gmail.com We do not have a distinct program for children with special needs. We provide a regular program for all children and mainstream at most one exceptional child per room, only upon the advice of their specialists. We maintain close working relationships with their shadow teachers and specialists: Developmental pediatricians, neurologists, occupational therapists, speech therapists. We

currently have a child with Down's Syndrome and provide him with a shadow teacher. Since we accept very young children, they come to us as they are and their parents find out or confirm their children's exceptionalities when we see the children come to visit the school. If the staff senses any exceptionalities from this initial observation, then we ask the parents for documentation from specialists. If parents have not yet sought outside help from a developmental pediatrician, we give them a list of names to select from and consult with before coming back to us. We only accept mild to mainstream cases. We strive to maintain optimal adult - children ratios so that *all* children will have the opportunity to be given individual attention. Hence, we follow the recommended ratios of your National Association for the Education of Young Children (see www.naeyc.org).

POLAND, Krakow

SPECIAL EDUCATION

International School of Krakow (2010)	PK-12	160
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<http://www.iskonline.org/?lang=en&p=healthandsafety> (careprimary@iskonline.org, caresecondary@iskonline.org). Mild learning disabled at the middle and high school grade levels. Mild emotionally disturbed at the elementary grade school level. Our staff focuses on each child as an individual. In cases of exceptional need, we work with families, faculty and students to create Action Plans. There is a highly trained, multi-lingual exceptional needs coordinator on staff to oversee Action Planning.

GIFTED AND TALENTED

International School of Krakow (2010)	PK-12	160
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<http://www.iskonline.org/?lang=en&p=healthandsafety> Students can be accommodated in the regular classroom through the S/E-NCO offices and by way of Action Plans. Admission is via an online placement instrument (OPI).

POLAND, Warsaw

SPECIAL EDUCATION

The American School of Warsaw (2009)	PK-12	861
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<http://www.aswarsaw.org/learning/elementary-school/es-resource-support/index.aspx> Elementary
<http://www.aswarsaw.org/learning/middle-school/ms-student-services/index.aspx> Middle school
<http://www.aswarsaw.org/learning/high-school/counseling/index.aspx> High School
Mild emotionally disturbed and learning disabled students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities.

PORTUGAL, Lisbon

SPECIAL EDUCATION

Carlucci American International School of Lisbon (2011)	EC3-12	538
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<http://www.caislisbon.org> CAISL provides Learning Support services for students who have been identified with learning difficulties. The school's Learning Support Specialists (one in Elementary and one in Secondary) create customized education plans to ensure that students' individual needs are met through appropriate classroom accommodations, small group sessions and/or one-on-one support. **Learning Support Services:** Students admitted to CAISL must be able to function within the regular classroom setting and be able to work towards successful completion of CAISL academic requirements. CAISL provides Learning Support services for students who have been identified with mild learning difficulties or who have been referred by their teachers for additional in-school support. Students who are struggling in certain subject areas benefit from this extra assistance. CAISL does not have the facilities or faculty required to educate children with severe learning problems.

St. Julian's School (2011)	EC3-18 yrs	1,072
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<http://www.stjulians.com> Mild emotionally disturbed, hearing impaired, speech impaired, and visually impaired at all grade levels. Mild to moderate learning disabled at all grade levels. The school is not accessible for the physically handicapped.

QATAR, Doha**SPECIAL EDUCATION****American School of Doha (2008)**

PK-12

1,566

The school provides limited special services at the elementary level, middle school, and high school. The elementary resource teachers provide limited diagnostic and individual and small group interventions to students. Services of special needs teachers have been extended to middle school and high school students. Services at the secondary level are being augmented to include a study skills program and instructional support.

The Learning Center (2009)

1-12

<http://www.tlc.edu.qa/> The Center offers diagnostic consultative, direct instructional and therapeutic services to children with special needs.

Sunbeam Centre of Excellence (2009)

2-5 yrs

Tel. 4444 0108 Centre offers a special needs program. Services available are music therapy, speech and language therapy, and physio and occupational therapies.

ROMANIA, Bucharest**SPECIAL EDUCATION****American International School of Bucharest (2011)**

PK3-12

697

<http://www.aisb.ro/page.cfm?p=288> Students with special needs may be admitted on a case-by-case basis after a thorough diagnosis by the school, based upon the staffing and educational resources that are required and available to meet the needs of students with special learning needs.

Bucharest Christian Academy (2010)

K-12

65

<http://www.bcaromania.org/> Mild learning disabled. Services are offered at BCA based on the available personnel for an academic year and can be cancelled upon notification to the Director that personnel is leaving their field of service. For policy purposes, "Special Education" includes, but is not limited to, areas such as English as a Second Language, Learning Disability, Attention Deficit Disorder / Hyperactivity, Speech Therapy, Oppositional – Defiant Disorder and Hearing Handicapped. We require that all Special Education diagnoses be made by a professional who is qualified to make the diagnosis, with supporting documentation provided to BCA by the parents. Examples would include a speech therapist, school psychologist and/or medical doctor.

English Kinder (2009)

3-7 Yrs

25

<http://www.englishkinder.ro/EN/> For difficulties in speech, hyperkinetic, and emotionally disturbed students there are private sessions with a psychologist.

International Nursery School (2010)

18 mths-11 yrs

100

insbuch@xnet.ro Mild learning disabled. Moderate physically handicapped. The school can serve physically handicapped children.

Little London (2011)

2 – 7 yrs.

150

www.littlelondon.ro/british-council-courses/ Mild learning disabled.

Montessori Preschool (2010)

2 – 12 yrs.

46

www.gradinitamontessori.ro/en/ Mild learning disabled, physically handicapped, emotionally disturbed, and mentally retarded. All learning materials are Montessori Method.

GIFTED AND TALENTED**American International School of Bucharest (2010)**

K-12

696

<http://www.aisb.ro/> Admission to the program is via teacher referral, rating scale: GATES (teachers and parents), SCAT (school and college ability tests) WJ111-tests of Achievements or NAP, Naglieri non Verbal Ability Test. Elementary School focus of program is enrichment, adjustment of regular curriculum. Middle and High School focus of program is adjustment of regular curriculum, course selection, higher level courses for IB Diplomas. Students identified for withdrawal programming in Elementary School receive up to 1 hour per week. All identified elementary students receive adjustments to the regular curriculum. There is no withdrawal program for middle and high school students however all identified students receive adjustment/extension to the regular program.

RUSSIA, Moscow**SPECIAL EDUCATION****Anglo-American School in Moscow** (2011)

PK-12

1,305

<http://www.aas.ru/index.cfm> AAS can generally provide a support program for students with mild to moderate special educational needs. In order to be admitted to AAS, students must be able to function in a mainstream classroom with a maximum of five hours support per week from the relevant member of the Student Support Team. The Team includes: School Psychologist, Counselors, Learning Resource teachers, Speech and Language Pathologist. AAS also receives regular visits from a London-based Occupational Therapist for consultations. Interim support is provided by an OT assistant. It is VERY important that parents provide the Admissions Office with details of their child's learning needs in advance of coming to post.

RUSSIA, St. Petersburg**SPECIAL EDUCATION****Anglo-American School of St. Petersburg** (2011)

PK-12

144

<http://www.aas.ru/stpetersburg.cfm> The school offers support services for mildly disabled students. Resource support is available at each level (lower, middle and upper grades). Students with mild learning disabilities, ADHD, and some levels of autism have been admitted in the past. Students are admitted on a case-by-case basis depending on resources required and available.

SENEGAL, Dakar**SPECIAL EDUCATION****Dakar Academy** (2010)

K-12

224

<http://www.dakar-academy.org/> The school offers a small program for students with cognitive delays who do not receive diplomas.

International School of Dakar (2010)

PS-12

374

<http://www.isdakar.org/main/schools/resource.php> If your child has special needs, please contact the school and indicate their needs in the registration application.

SERBIA, Belgrade**SPECIAL EDUCATION****International Nursery School of Belgrade** (2011)

18 mo-6 yrs

68

<http://www.insb.rs/> Mild learning disabled student has been accommodated in the past. NO special program for anything more serious.

International School of Belgrade Preschool (2011)

4-5 yrs

30

<http://www.isb.rs/main/?pgid=15> Mild learning disabled students can be accommodated. Full-time learning support specialist who provides small group instruction for students with mild learning needs (maximum 3 hours/week).

International School of Belgrade (2011)

PK-12

373

<http://www.isb.rs/main/?pgid=15> Emotionally disturbed at the elementary school grade level. Learning disabled at all grade levels. Previous evaluations, school records, and placement tests are reviewed by a team that includes the admissions officer, school counselor, learning support specialist and administration in order to determine if the needs of the individual student can be met. Specific information about school and community support that is available and unavailable is then provided to the parents. Classroom support and/or resource room support is available for students with identified mild learning disabilities or emotional/behavioral disabilities. Although there are students enrolled with these challenges, there are neither staff nor specialized programming to support students with mild vision, hearing, speech/language or physical disabilities.

SIERRA LEONE, Freetown**SPECIAL EDUCATION**

American International School of Freetown (2011) PK-8 85
<http://www.aisfreetown.org/> The school can accommodate only children with mild special needs.

Ayoub International School (2011) N-5 138
<http://www.ayoub-international-school.org/> A.I.S does not discriminate based on a child's special needs. They will tailor programs to children Autism, making accommodations and modifications for students is important. The school does NOT diagnose disabilities. They inform parents of observations in the classroom and may recommend parents to seek out qualified professionals for a diagnosis. However, they do implement behavioral and approved professional learning plans in our classrooms.

SINGAPORE, Singapore**SPECIAL EDUCATION**

Autism Partnership Singapore (2010)
www.autismpartnershipsg.com/. Established over 4 years ago to provide a comprehensive service to families and professionals caring for individuals with the autism spectrum disorder (ASD).

Disability Information and Resource Centre (DIRC) (2009)
www.dpa.org.sg/ResourceNavigation/servicesAssistance.asp A non-profit organization run by the Society of Moral Charities and funded by the Ministry of Community Development, Youth and Sports. It provides a one-stop service for information and resource support to persons with disabilities, persons seeking information on services for the disabled, caregivers, service providers, and the public at large. Information regarding assessment and referrals, early intervention programs, community-based support services, education, and vocational training can all be found at this site.

Dover Court Preparatory School (2011) 3-15 yrs 900
www.dovercourt.edu.sg/. Dover Court Preparatory School is registered with the Ministry of Education as an international preparatory school for the children of expatriates. Separate from the mainstream, students with mild to severe speech impaired, learning disabled, mentally handicapped, mild hearing impaired, multiply handicapped, and orthopedically impaired children can enroll in Dover Courts Special Needs Program. Approximately 20% of the total student body is categorized as special needs. All activities and classrooms are separate from the mainstream setting.

Emaar International School (2011) PS-12 400
<http://www.eis.edu.sg/english/> (Excelsior International School) Emaar does not offer special needs support. On a case-by case basis, it is possible that children with MILD learning disabilities or ADHD who can meet the mainstream curriculum could be served.

Genesis for Special Education (2011) PK-21 yrs 60
www.genesischool.com.sg. Provides full-time and resource educational services to students with special needs, including language delay, language disorder, autism, Asperger syndrome, attention deficit disorder and developmental delay. Services start with Early Intervention for young children considered to be at risk and continuing to the Pre-School, Kindergarten, primary and secondary School academic levels, as well as providing Life Skills and Pre-Vocational classes for older students who have reached their academic potential.

International Community School (2011) K4-12 392
<http://www.ics.edu.sg/> Mild hearing impaired, learning disabled, mentally handicapped, speech impaired, and visually handicapped at all grade levels can be accommodated within the regular classroom and through the use of a resource room. Students are admitted to the Resource Program either at admission to ICS or after referral by the classroom teacher and subsequent follow up by Resource Coordinator and the rest of the team. (parents, principal, classroom teachers, etc.). The Resource Program seeks to build skills into students to enable them to succeed in the general (mainstream) classroom without additional support. Each student is evaluated on a case-by-case basis with the goal of being for them to be able to return to the mainstream classroom for 100% of the school day.

COUNTRY/CITY/SCHOOL**GRADES****ENROLLMENT**

-70-

International School Singapore (2011)

PK-12

757

http://www.iss.edu.sg/special_needs_support.php Mild emotionally disturbed, hearing impaired, learning disabled, and speech impaired at all grade levels in the regular classroom. The school is not accessible for the physically handicapped student.

Joy Place – A Before and After School Care (2011)

2yrs-young adult

samuel@agcss.org.sg Joy Place provides education and services for children with Down syndrome, cerebral palsy, autistic spectrum disorder, developmental delay, multiple disabilities, and attention deficit hyperactivity disorder, social and emotional problems. Programs operate from the pre-school years through to young adult.

Julia Gabriel Centre for Learning (2011)

4m-6 yrs

700

www.juliagabriel.com A place in each class is provided for the integration of children with special needs. The school appreciates the individual attributes and abilities of each child at his or her own level of development. All children are given the opportunity to grow and to learn in an atmosphere of genuine warmth and affection, in their own time and in their own unique way. Note: There are various locations in Singapore for the centre; the one listed is closest to the Embassy.

Singapore American School (2011)

PS-12

3,879

<http://www.sas.edu.sg/index.html> The goal of the Singapore American School Special Services Program is to provide students who have learning differences with the academic, behavioral and emotional support they require to reach their potential. SAS recognizes the importance of including students, parents and guardians, classroom teachers, special services staff and administrators in a collaborative process for the delivery of special services. The Singapore American School provides a range of support services from early childhood through high school. Areas of support include assessment, speech and language services, academic support, classroom guidance and individual counseling. SAS does not offer the full continuum of special education programs as mandated by law for public schools in the United States. Admission is contingent upon a match between the student's needs and the level of services available. For that reason, the admission of any special needs student is determined on a case-by-case basis using multiple sources of information, such as school records, evaluations and interviews with students, parents and teachers.

SLOVAK REPUBLIC, Bratislava**SPECIAL EDUCATION****British International School (2010)**

PK-12

600

<http://www.bis.sk/> Mild learning disabled, emotionally disturbed, hearing impaired, and speech impaired. Programs available are: differentiation, withdrawal and in-class support. The school is not physically handicap accessible.

QSI International School (2010)

PK-12

250

<http://bratislava.qsischool.org/> Mild emotionally disturbed, hearing impaired, learning disabled, mentally handicapped, and speech impaired at all grade levels. The school is not physically handicapped accessible.

SOUTH AFRICA, Cape Town**SPECIAL EDUCATION**

Information on schools for autistic children can be found at: www.autismwesterncape.org.za/child%20services.htm.

Post Comments (2010)

The American School of Cape Town could potentially handle very mild learning disabilities or ADHD that is controlled by medication. They do not have trained special Ed staff and a child would therefore need to require only simple accommodations such as extended time on tests or a seat near the front IF the school chooses to accept the child at all.

The International School of Cape Town has an educational needs coordinator in the Primary and Senior schools, as well as Occupational and Speech Therapy on site. TEFL teachers are available if necessary. The school runs according to the South African academic calendar (January to December), and occasionally some

adjustments have to be made to ensure a smooth transition into the school. This will be discussed during the admission process.

Information on schools for autistic children can be found by contacting the Vera School. Presently, the school has a waiting list of 170 and can accept only 6 students per year, with no restrictions on expatriate children, for a total of 70. Please contact the school at www.vera.co.za.

The Office of Overseas Schools does not recommend Cape Town for most special needs families. If they want to try getting acceptance at AISCT, they should. Some children who are dually exceptional (that is gifted and challenged) might do fine but in most cases the prospects are not good.

SOUTH AFRICA, Johannesburg

SPECIAL EDUCATION

The American International School of Johannesburg (2011) PK-12 887
<http://www.aisj-jhb.com/ElementarySchool/Documents/ES%20Student-Parent%20Handbook%202011-12.pdf>
 (page 17) For special needs support AISJ offers mainstream or integrated program for students with learning disabilities and/or mild learning problems.

Unity College (2010) 6-20 yrs 100+
www.unity-college.org.za/about.htm For students with delayed and limited scholastic ability.

SOUTH AFRICA, Pretoria

SPECIAL EDUCATION

The American International School of Johannesburg Pretoria Campus (2011) PK-6 ---
http://www.aisj-jhb.com/PretoriaCampus/PS_About_Us.html Special needs support in mainstream classes is also provided on the Pretoria Campus.

Baby Therapy Center (2011) 0-3 yrs ---
www.babytherapy.org.za The Centre is an early intervention service for newborn infants to toddlers, age 3 who have developmental disabilities or special needs. These include premature babies, cerebral palsy, autism, genetic disorders, pervasive developmental disabilities, shaken baby syndrome, etc.

Crossroads School (Center for Remedial Education) (2011) K-7/8 ---
www.crossroadsschool.co.za The school educates only students with learning difficulties and has a total of 18 therapists on staff that provide psychological, occupational, speech/language and/or remedial therapies during the school day; all are included in the school tuition fees.

Faery Glen Therapy Center (2011) --- ---
www.faeryglen.co.za
 This early intervention center for individuals with severe to moderate special needs has a low pupil teacher ratio and individualized developmental plans for each student. Speech and language and occupational therapies are provided at the site.

Flutterbys (2011) 2.5-12 yrs ---
<http://ads.easyinfo.co.za/htm/custom/flutterbys/index.htm>. This small unassuming school is designed for children between the ages of 2 ½ and 12 with learning differences including: Autistic Spectrum Disorder, Pervasive Developmental Disorder, Downs Syndrome, Mild Cerebral Palsy, Aphasia, Apraxia, Dyspraxia, Dyslexia, ADD/ADHD, Mild Visual and Hearing impairment, Neurological delays (due to pregnancy and birth complications), Auditory and Visual processing delays, Modulation, regulation and sensory integration difficulties.

Grantley College (2011)
www.grantleycollege.co.za The school offers a multidisciplinary approach to students in grades 8-12 with learning difficulties, attention deficit disorder (ADD), attention deficit/hyperactivity disorder (ADHD), and/or high-functioning Asperger's.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-72-

Little Leaps (2011)

3-7 yrs

<http://www.littleleaps.co.za> Little Leaps is an early childhood center designed for 3-7 year olds with Autism Spectrum Disorder (ASD), Pervasive Developmental Disorders (PDD) and other communication disorders.

New Hope School (2011)

4-18 yrs

www.newhopeschool.co.za/. New Hope School in Pretoria is designed for students with permanent physical disabilities or those with cerebral palsy, including those with learning problems as long as they are not severe; also for students with learning disabilities who are having difficulty with reading, spelling, writing, mathematics. It also has outpatient therapies for infants ages 0-3.

Pathways-Pretoria and Pathways Studio (2011)

3-16 yrs

35

www.ptapathways.co.za Pathways School provides services to children with one or more of the following conditions: Severe mental and physical disabilities, hearing impairments, speech impairments, autism, and/or blindness and visual impairments. The Pathways Studio offers hands on vocational training to 8 young adults with varied needs.

Pretoria Preparatory School (2011)

Telephone: 012 362 0308 PO Box 36214, Menlo Park, 0102 Gauteng, South Africa The school was established to meet the needs of learners with “average and above average intellectual potential” who are underachieving in mainstream schools due to specific or generalized learning difficulties. The goal is to prepare students for entrance back into mainstream schools. Therapies include OT, PT, and speech/language

Tomorrow’s People Independent Primary School (2011)

K-8

www.tompeo.co.za/ This primary school provides a mainstream education for students with learning differences. Students currently enrolled include those identified as learning disabled, ADD, ADHD, and autism. There are both mainstream and remedial classes in every grade. Students can be in either or both, for example math in mainstream and languages in remedial. Placement decisions are made according to individual need.

UNICA School for (2011)

4-18 yrs

Students with Autism Spectrum Disorders

<http://unicaschool.co.za>. Students from ages 3 to 18 are accepted into the program. UNICA offers a highly structured learning environment, in small classes ranging from 7-9 students. Its curriculum focuses on the development of academic abilities; communication and behavior management programs; movement and visual perceptual skills; social skills; computer, vocational training and leisure skills; and life orientation and thinking skills.

SPAIN, Barcelona**SPECIAL EDUCATION****American School of Barcelona (2011)**

N-12

670

<http://www.a-s-b.com> The school has a learning support team composed of classroom teachers, two resource and three ESL teachers, a counselor, the principals, and director. The school offers resource room and learning support to students with mild special needs such as dyslexia, emotional problems, learning disabilities, and ADHD.

Benjamin Franklin International School (2011)

N-12

400

<http://www.bfischool.org> The school offers a limited resource program for mildly disabled and high ability students. One full-time resource teacher provides a K-5 pullout program for 20-25 students (LD and ADD). Both resource teachers are addressing differentiation. There is a formal referral, diagnostic, and case management process in place. Weekly admin-istrative meetings are held during which referrals are considered and cases reviewed. Testing is available in English and Spanish. All incoming students are screened. Professional tutoring is available through the school for a fee.

SPAIN, Madrid**SPECIAL EDUCATION****Aleph-Tea (2011)**

www.aleph-tea.org Aleph-tea offers services and a school for children with autism and Asperger's. All services are in Spanish.

American School of Madrid (2011)

PK-12

800

www.asmadrid.org The American School of Madrid (ASM) has limited resources for children with special needs. Depending on the specific needs, ASM may be able to provide some support in order to assist in ensuring the student with special needs can successfully attend ASM for the duration of the family's expected stay in Madrid.

International College of Spain (2011)

PK-12

616

<http://www.icsmadrid.org/> The school can offer limited learning support on a case-by-case basis. Facilities are handicapped accessible.

International School of Madrid (2011)

PK-12

500

<http://www.internationalschoolofmadrid.com/> Mild to moderate special needs. Special needs are identified and addressed on a case-by-case basis. Cooperative efforts between parents and the school allow for enhancements to both the physical structure and the academic programming.

PROED (2011)

www.proed.es PROED, S.L. is an educational support center specializing in helping children and young adults with learning differences. PROED creates specialized, flexible teaching programs and performs diagnostic prescriptive assessments in order to determine each student's specific area of strengths and weaknesses. Academic support is provided in a variety of ways: individual one-on-one classes, group classes, and a Homework Club with the goal of teaching students how to think, analyze, and effectively overcome their learning differences. PROED also provides parental support through continuous feedback or scheduled meetings. They provide services in both Spanish and English.

Project Autism (2011)

www.ilusionescompartidas.org Project Autism is in its infancy in Madrid. They are modeling their program after the prestigious Princeton Child Development Institute (PCDI) in the United States.

SINEWS Multilingual Therapy Institute (2011)

www.sinews.es Offers a wide variety of services in English for children and adolescents, including cultural adaptation psychotherapy, psychotherapy, psychiatry, speech therapy and occupational therapy. They also work with issues of childhood bilingualism. Specific areas of expertise in their practice include: ADHD, learning disorders, problems with anxiety and depression, bed wetting, language disorders, processing and sensory integration disorders, defiant behaviors and more. Many of their professional staff members are native English speakers, with training in the United States. They also produce a newsletter which is free to those who register for it online.

Study Center Foundation (2011)

9-18 yrs

14-25

<http://www.dislexias.org>. A small coeducational day school providing individualized programs. It is specifically geared toward students requiring a strong, caring, supportive structure and personal guidance and for students who experience difficulties in the standard classroom. Special attention is given to students with learning differences.

SRI LANKA, Colombo**SPECIAL EDUCATION****First Step Pre-School (2011)**

2-6 yrs

60

2jsandc@slt.net Moderate learning disabled and physically handicapped students can be accommodated. The school is accessible for the physically handicapped. The special education head teacher is a trained educational aide. Two staff and several volunteers trained by the previous Occupational Therapist are available. Depending on level of handicap, children are integrated into main preschool program as often as possible. Speech and language therapist comes once a week.

COUNTRY/CITY/SCHOOL**GRADES****ENROLLMENT**

-74-

Overseas School of Colombo (2009)

PK-12

353

<http://www.osc.lk/> Mild learning disabled at all grade levels. Moderate hearing impaired students at middle school grade levels. Mild speech impaired and visually handicapped.

SURINAME, Paramaribo**SPECIAL EDUCATION****International Academy of Suriname (2010)**

PK-12

119

<http://www.iasuriname.org/home.html> Mild learning disabled at the elementary grade levels.

SWAZILAND, Mbabane**Montessori International School (2011)**

18mths-6yrs

80

<http://www.montessori.ac.sz/> Mild specific learning disabled and mentally handicapped. Moderate Autistic. The school is not accessible for the physically handicapped student. The schools in Swaziland are NOT equipped for handicapped children. Teachers deal with students with special needs on an individual basis, but none are trained in OT, Speech Therapy, etc in American standards but have equivalent Montessori Training.

Montessori Life Primary School (2011)

1-3

40

montessori.life.primary@gmail.com Mild learning disabled, mentally handicapped, and multiply handicapped at the elementary grades can be accommodated within the regular classroom.

St. Gabriel's Primary School (2010)

1-7

116

stgabriels.swazi@gmail.com Special needs support within the school and referral to outside agencies as recommended. The school is not physically handicapped accessible.

Usutu Forest Primary (2011)

PK-7

352

www.usutuprimary.ac.sz The school can accommodate the hearing impaired in the regular classroom. They can accommodate mild to moderate learning disabled and visually handicapped in the regular classroom and through a resource room. They can accommodate the mild mentally handicapped, orthopedically impaired, and speech impaired in the regular classroom. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities. The school is not physically handicapped accessible.

SWEDEN, Stockholm**SPECIAL EDUCATION****Post Comments (2011)**

Only a few schools may be able to handle a mild learning disorders. Stockholm International School, British International Primary School and Sigtuna offer some accommodations for children with special needs. It is strongly recommended that before coming to post with learning disabled children, parents are in communication with the prospective school. As with anything, written assurance is preferred to preempt any misunderstandings with confirmation that the school has adequate resources to care for the special needs student.

SWITZERLAND, Berne**SPECIAL EDUCATION****All Special Kids (2011)**

www.allspecialkids.org Organized by parents and containing Berne and Geneva based support groups for families of with children with special education needs, includes a directory of English speaking specialists in the Geneva area, as well as other pertinent information. Specialists and therapists are in very high demand and should your child need to see someone outside of school hours, it is strongly recommended that you contact them as soon as possible.

The British School (2011)

PK-6

110

<http://www.britishschool.ch/> Mild speech impaired and learning disabled can be accommodated in the regular classroom. Moderate orthopedically impaired.

International School of Berne (2011)

PK-12

250

<http://www.isberne.ch/?uid=50> Mild emotionally disturbed, learning disabled, and speech impaired students can be accommodated in the regular classroom and through a resource room at all grade levels. The school is accessible for the physically handicapped student. They have staff that has been trained to administer psychological tests and to diagnose specific learning disabilities. They create individual programs based on abilities/disabilities. They try to keep the child in the classroom.

SWITZERLAND, Geneva**SPECIAL EDUCATION****All Special Kids (2011)**

www.allspecialkids.org Organized by parents, there is a Geneva based support group for families with children with special education needs. Their website includes a directory of English speaking specialists in the Geneva area, as well as other pertinent information. Specialists and therapists are in very high demand in Geneva, and should your child need to see someone outside of school hours, it is strongly recommended that you contact them as soon as possible.

FEDEA School for Autism (Morges) (2011)

3-25 years old

www.fedea.org/. FEDEA is the only specialized center in Switzerland for children and youth aged 3-25 with autistic spectrum disorders (autism, Asperger syndrome, PDD-NOS and Rett's syndrome). The school offers programs in English and French, and has been in operation for 14 years. Morges is a small town situated approximately 30 minutes from Geneva by train and a little longer by car, depending on traffic. Admission is on a first-come-first-served basis. Classes are divided into three levels: nursery (which currently has 4 students); primary (with 6 students); and secondary (with 8 students, of which the oldest is 18). There is one teacher per level responsible for overall planning and learning, and one assistant per child. The assistant will stay with the child for at least one year. In addition, the school has an arts and crafts teacher. All teaching plans are individually tailored to the needs and abilities of the children. In developing these plans, FEDEA draws on ideas from the standard British and American curriculum. Although FEDEA does not have any students sitting for standard exams, they have indicated that it would be possible to prepare children with abilities for such tests.

FEDEA incorporates elements from the TEACCH program in North Carolina as well as Applied Behavioral Analysis in their teaching methods. Emphasis is placed on autonomy in tasks and social skills. To achieve this, FEDEA uses one-on-one instruction, positive reinforcement, repetition, consistency, and visual aids. For instance, each child is assigned a color, and everything that relates to that child is color coded (its chair, desk, shelves, and even lines on the floor where it lines up before class or stands during exercise). To teach autonomy in performing daily tasks, teachers use mannequins that the children can practice dressing and undressing on, and take excursions to shops, restaurants, etc.

The school does not have a courtyard, but it owns two minibuses which take the children out every day for outdoor activities. The nursery class goes in the morning, and primary and secondary go in the afternoon. When the children leave the school premises, they are all dressed in school uniforms (t-shirts/sweaters) that easily identify them as belonging to the school. A variety of sports are practiced: rollerblading, tennis, ice skating, swimming, Nordic walking, etc. Different sporting activities are organized to help the children develop motor skills, and to encourage potential hobbies. All the children have a PC work station, and a locker in which they keep sports equipment, etc. Lunch is served at the school (prepared by the cafeteria/restaurant downstairs), and the school accommodates the children's various dietary needs. FEDEA does not provide transport to and from the school.

International School of Geneva (2011)

PK-13

3,855

<http://www.ecolint.ch/learning-ecolint/special-educational-needs> The International School of Geneva Pregny campus (for ages 3 to 7) offers assistance to students whose needs may not be met solely in the classroom. If appropriate, this support continues as the student progresses through the Campus des Nations (age 7 to 11) and (11 to 16 years old) and consists of short term in-class support or individual/small group withdrawal in areas such as speech and language, mathematics, reading and spelling. Learning in the Learning Center takes place in small groups with a maximum adult to child ratio of 1 to 4. Additional specialist staff includes a psychologist, an occupational therapist and a speech and language therapist. Questions may be directed to the Admissions office at

+41 22 787 26 30 or by e-mail to admissions@ecolint.ch. The new Campus des Nations is also able to serve children with moderate to severe learning disabilities.

Léman International Academy (2011)

PK-8

25

<http://www.liacademy.ch> Léman International Academy offers assistance to students with mild special needs; we currently have no special education teachers. Since small class sizes is a natural support we can offer children with learning difficulties, we are willing to consider integrating 1 or 2 special needs students in each class provided that the school administration and teachers feel confident that LIA would be a healthy solution for the child. We may require the child to attend a few days of school before approving that child's admission as a part-time or full-time student. Families are encouraged to seek outside support from therapists as is necessary for the child's condition; LIA will do the utmost to work closely with these individuals. When a student with special needs is admitted, we work together with the child's parents and therapists to establish an individualized learning plan (ILP). During the school year, two other meetings are set up with the families to re-evaluate the objectives set.

Oak Hill School (Gland) (2011)

12-16

www.oakhill.ch. The Oak Hill School began a new program for Anglophone special needs children in October 2006. It offers half-day programs for children in classes 2-6 with learning disabilities or attention deficit disorders who have difficulties thriving in a normal school setting. The program is targeted at children with average or above-average IQ with specific needs like dyslexia, and not at children with primary emotional or behavioral difficulties. Students at Oak Hill are required to attend regular school for half days. Oak Hill provides three hours of instruction in the morning in reading, written language and mathematics. The school is situated in Gland, about 25 minutes from the US Mission (with no traffic). The program accommodates 12-16 students, with a 4:1 student to teacher ratio.

Teaching at the Oak Hill School is based on the Hill Center methodology, developed at the Hill Center in Durham, NC (www.hillcenter.org). Applied behavioral analysis is a fundamental component of instruction at Oak Hill, and teaching is individually tailored to meet the needs of the children. Emphasis is placed on reward and praise, and teachers use a point system to reinforce good behavior. Multi-sensory techniques are applied to enhance the children's study skills. For instance, they reportedly use stress balls a lot. Some homework is given, but this is done in liaison with the base school. Oak Hill provides transportation back to the child's home school in the afternoon. Lunch is not served at the school. Admission is subject to a current report from an Educational Psychologist that diagnoses the child with a specific disorder. Oak Hill relies on testing such as the Woodcock-Johnson Psychoeducational Battery.

TAIWAN, Kaohsiung

SPECIAL EDUCATION

I-SHOU International School (2011)

PK-12

524

<http://www.isis.ks.edu.tw/Index.jsp> Mild emotionally disturbed at the elementary school grade levels can be handled in the regular classroom. There are ramps and elevators for the physically handicapped. They have staff that has been trained to administer psychological tests and diagnose specific learning disabilities

TAIWAN, Taipei

SPECIAL EDUCATION

There are very few options for children with special needs in Taipei. Anything more than very mild special needs cannot be served.

Child's World (2009)

2-5 yrs

75

http://www.childsworld.com.tw/Childs_World/Welcome.html Mild learning disabled. The school will work with families when any special program is needed. They will do their best to help the family find the help they need to allow their child to attend.

Grace Christian Academy (2011)

K-12

147

<http://www.gcataipei.com/index.html> We have had two special needs students who required special courses due to learning disabilities, to complete their graduation requirements. These students attended classes designed for ESL students, even though English was their primary language. This adjustment allowed them to complete all

graduation requirements. Typically, our policy is that since we do not have the classroom space needed to meet special needs, we cannot accept students with needs beyond the traditional classroom. However, we have accepted students from time to time if their parents were content with what we could offer and their peers exhibited positive support behavior. In years when our overall class size has been large, we have not felt as though the classroom setting was conducive toward including special needs children. Yet, when the class size has been smaller, the students seem to have had a better attitude and supportive manner, creating a positive setting. Under these conditions we would again attempt to include special needs in our student body. Although this case by case offer is tenuous, families are welcome to inquire at any time. Our case by case involvement with special needs has led us to include a few students with mild learning challenges such as ADD and ADHD, as well as hearing impairments, who have been mainstreamed 100% of the school day. We have made two attempts to mainstream students with emotional needs but we were not successful and no longer admit students with such needs even though they have been mainstreamed in the past. We have not enrolled students with physical handicaps other than two students with hearing loss. We do not have any teachers or staff trained to diagnose disabilities. Taipei offers very few special education services in English.

Hess International Kindergarten (2009)

2-6 yrs

http://www.hess.com.tw/en/about/branchprofiles/taipei/sanmin_nanking/ Mild learning disabled, physically handicapped, and emotionally disturbed. The school is accessible for the physically handicapped. Special staff training provided as needed.

Hui Guang (2009)

2-6 yrs

huiguang_baby@yahoo.com Mild learning disabled and physically handicapped. One morning every two weeks a special aid teacher comes to help. (From the government, this person changes every 2 years).

Morrison Academy (2011)

K-12

206

<http://bethany.mca.org.tw/> Mild to moderate needs on a case by case basis. Normally, special needs students who are not children of missionaries will be ineligible for admission, although exceptions may be made by the Superintendent if they are capable of meeting the child's educational needs.

Taipei Adventist American School (2011)

1-8

110

<http://taas-taiwan.com/> We hire a Special Education teacher who has taken training in her field. We have a policy to accept only a small percentage of mildly disabled students so we can better meet their needs. We don't have staff on duty to diagnose disabilities. We work with the local agency called SEEK to train and to offer counsel for our needs. There are agencies that have trained workers to accompany children to school and assist them in the classroom.

Taipei American School (2011)

K-12

2,176

<http://www.tas.edu.tw/page.cfm?p=392> In the lower and middle schools, our ESL programs help students who need extra support with the English language. Students are provided with a continuum of services ranging from in-class support by specially trained ESL teachers to pull-out classes for students needing more support. TAS also provides services for students with mild learning difficulties. Our well-trained, professional support services team consists of psychologists, speech and language specialists, learning resource specialists, and reading specialists.

Taipei European School (2011)

K-12

1,158

<http://www.taipeieuropeanschool.com/criteria.php> Mild emotionally disturbed at all grade levels, in the regular classroom in HS and MS. Mild to moderate learning disabled at the elementary and MS grade levels can be accommodated in the regular classroom and through a resource room. Moderate mentally handicapped at the middle school grade level can be accommodated in the regular classroom and through a resource room. Mild multiply handicapped and mid speech impaired at the elementary grade level can be accommodated.

TYPA Tiger Tots American School (2009)

2-5 yrs

146

http://www.typanet.org.tw/tiger_tots_general_info.htm They have no specialists on staff but do work in cooperation with private professionals in the community. All extra costs are incurred by the family and students are enrolled on a case by case basis.

TANZANIA, Dar es Salaam**SPECIAL EDUCATION**

International School of Tanganyika (2011) PK-12 1,036
<http://www.istafrica.com/index.html> Mild emotionally disturbed, orthopedically impaired, and speech impaired at all grades levels. Mild learning disabled at all grade levels and moderate learning disabled at the elementary and high school grade levels. The school is partially accessible for the physically handicapped.

Heaven of Peace Academy (2011) K-12 306
<http://www.hopac.net/> Mild learning disabled.

THAILAND, Bangkok**SPECIAL EDUCATION**

Post Comments (2009)
 Special education services, such as self-contained classrooms, extensive occupational therapy, intensive speech therapy, psychiatric counseling or remedial classes for severe learning disorders (for example, moderate to severe dyslexia) are not generally available at schools in Bangkok, particularly for older children. If you have a child who has special learning or emotional needs, we urge you to contact the schools directly, prior to arrival at post, to see if your child's needs can be met in Bangkok. Specific questions are best addressed directly to the schools.

Acorns to Oaks Children's Centre (2010) --- ---
www.atocbkk.com/ Direct child support facilities and provide extended services in the form of public workshops for teachers, administrators and parents during which modern opinions on disability management and solutions are explained. They train assistants working individually with children in the schools and can train care-givers in effective ways to support the child. Comprehensive tests and consultations are carried out by a team of experienced professions. They use the RTI system assessment and intervention process. There are two types of assessments used: Functional assessment and Standardized assessment.

American School of Bangkok (2010) N-12 575
<http://www.asb.ac.th/index.php> At this time they do not accept students with diagnosed specific learning disabilities. They can accommodate the mild learning disabled at all grade levels in the regular classroom and through a resource center.

Bangkok Patana School (2008) PK-12 2,123
<http://www.patana.ac.th/Curriculum/LearningSupport.asp> Mild learning disabled and some students with physical disabilities may be accommodated. Please contact the admissions office to be sure the school can meet your child's need.

The Early Learning Center (2009) 3-9 yrs ----
<http://www.elc-bangkok.com/> The Center has several campuses that accept a very limited number of mildly handicapped children with a variety of diagnoses. They are willing to accommodate a very small number of children who might operate in an inclusive setting with a shadow teacher. Children with Asperger Syndrome, high functioning Down Syndrome and mild articulation problems, etc., have enrolled there and done well.

Garden International School (2009) Yr 1-7 174
<http://www.gardenbangkok.com/> Mild learning disabled, hearing impaired, emotionally disturbed, and speech impaired.

International School Bangkok (2010) K-12 1,821
http://www.isb.ac.th/Special_Academic_Needs_Learning_Support_2/default.aspx Elementary School
http://www.isb.ac.th/Special_Academic_Needs_Learning_Support_3/default.aspx Middle School
http://www.isb.ac.th/Special_Academic_Needs_Learning_Support_4/default.aspx High School
 Mild hearing impaired, learning disabled and speech impaired at all grade levels can be accommodated within the regular classroom and through the use of a resource room. The school is accessible for the physically handicapped student. They have staff who have been trained to administer psychological tests and diagnose specific learning disabilities.

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-79-

New International School of Thailand (2009) http://www.nist.ac.th/default.aspx Mild learning disabled at elementary and middle school grade levels.	PK-12	1,415
Rose Marie Academy (2010) http://www.rose-marie.ac.th/en/content/special-support-services Mild emotionally disturbed, learning disabled at all grade levels can be accommodated. Mild orthopedically impaired and speech impaired can be accommodated at the elementary school grade levels. The school is accessible for the physically handicapped.	K-12	50
Ruamrudee International School (2010) http://www.rism.ac.th/ris/inner342.php?p=342 Mild learning disabled, hearing impaired and speech impaired.	PS-12	1,700
Shrewsbury International School (2010) http://www.shrewsbury.ac.th/shb/home/home.html Mild emotionally disturbed, learning disabled, and speech impaired all handled within the regular classroom. The school is not accessible for the physically handicapped student.	K-12	1,400
St. Andrews International School – Sathorn Campus (2010) http://www.standrewssathorn.com/support.html Mild emotionally disturbed, learning disabled, orthopedically impaired and speech impaired at the elementary and middle school grade levels. The school is accessible for the physically handicapped.	PK-8	289
The Village International Education Centre (2011) www.village-education.com/ The Village Education Centre is an English language based program for children with a wide range of special needs, all of which are provided by a large team of specialists, which includes a qualified educational psychologist and two speech therapists, two Thai clinical psychologists and a Thai occupational therapist, native English-speaking teachers qualified in special education needs, counselors, a family therapist, learning support assistants, and specialists in drama, art, and early childhood. They have five classes ranging from completely nonverbal to age clustered classes with varying abilities. It offers basic education and a computer based GED program for high school students.	3-20 yrs	----

GIFTED AND TALENTED

Bangkok Patana School (2008) http://www.patana.ac.th/Curriculum/LearningSupport.asp Admission is via diagnostic tests and external examination results. Focus of program is on enrichment and acceleration at the elementary school level. Enrichment, acceleration, adjustment of the regular curriculum, creativity, critical thinking, and advanced level work in traditional academic content areas at the high school level. Elementary students are involved in the program 2 times per week for an hour each time.	PK-12	2,102
Shrewsbury International School (2010) http://www.shrewsbury.ac.th/shb/home/home.html G & T programs are put in place after admission tests or classroom teachers have indicated the need.	K-12	1,400

THAILAND, Chiang Mai

SPECIAL EDUCATION

American Pacific International School (2011) http://www.apis.ac.th/ American Pacific International School provides a learning environment that caters for a wide range of student needs. All students are assessed prior to entry into APIS to ensure we can cater for their needs. Class sizes are small and they can accommodate children with certain special needs and gifted children in their mainstream classes. They provide enrichment and remediation on a needs basis and produce IEP's with parental input as needed.	PK-12	270
Chiang Mai International School (2011) http://www.cmis.ac.th/student-support The Learning Support Department, as part of our Student Support Department, ensures that appropriate and effective accommodations or modifications are implemented for students with mild learning difficulties, including specific learning disabilities (SLD) and pervasive developmental disorders (PDD), such as Attention Deficit/Hyperactivity Disorders (ADD/ADHD) and Asperger's Syndrome (AS),	K-12	459

in the elementary and secondary school levels. Students with moderate learning difficulties are sometimes accommodated with a parent provided educational assistant working with our learning support specialists. Learning Support plans or Individualized Educational Plans (IEPs) are developed, as necessary, and pull-out services are provided at both the elementary and secondary levels. The school is wheelchair accessible for students with physical handicaps.

Grace International School (2011)

K-12

500

www.gisthailand.org/. The school is equipped to handle students with the following programs or services: Mild hearing impaired at the elementary grade levels in the Regular classroom and through a resource room. Mild to severe Learning disabled and speech impaired children at all grade levels in the regular classroom and through the resource room. Mild mentally handicapped at all grade levels through the regular classroom and a resource room. The elementary school building is accessible for the physically handicapped student. They are also equipped to handle Aspergers, Sensory Integration Disorder, Pervasive Developmental Disorder, and Cerebral Palsy. TEACH and NILD programs stimulate perceptual modalities for students with learning disabilities. Interactive Metronome stimulates syncope, attention and concentration. Their speech and language program helps to develop articulation, language and auditory processing disorders.

Prem Tinsulanonda International School (2010)

K-12

480

<http://www.ptis.ac.th/> Orthopedically impaired students can be accommodated in the 7th and 8th grades. The school is accessible for the physically handicapped.

TIMOR-LESTE, Dili**SPECIAL EDUCATION****Quality Schools International (2010)**

PS-12

65

<http://dili.qsischool.org/> Mild hearing impaired at the elementary school grade levels. Moderate learning disabled at the middle school grade levels. The school is not accessible for the physically handicapped.

TOGO, Lome**SPECIAL EDUCATION****British School of Lome (2010)**

PK-13

243

<http://www.bsl.tg/> Mild emotionally disturbed, orthopedically impaired, speech impaired, and visually handicapped at the elementary and middle school grade levels. Mild hearing impaired, learning disabled, and mentally handicapped at all grade levels. The school is accessible for the physically handicapped.

TRINIDAD AND TOBAGO, Port-of-Spain**SPECIAL EDUCATION****Casa Dei Bambini (2011)**

2-6yrs

bambini@flowtrinidad.net Students with special needs having a one on one assistant may be able to enroll. School is willing to provide a program to address the needs of children requiring special education.

International School of Port-of Spain (2010)

PK-12

435

<http://www.isps.edu.tt/Default.aspx> Resource program for students with mild learning needs.

TUNISIA, Tunis**SPECIAL EDUCATION****American Cooperative School of Tunis (2011)**

PK-12

600

<http://www.acst.net> ACST is staffed to meet the needs of children with mild to moderate special needs, but is less able to accommodate those with severe learning and/or physical disabilities (e.g.-children requiring wraparound therapy services such as occupational, physical, and speech therapy services). There are currently teachers onsite trained to teach children with special needs and there is a special needs coordinator. The school asks that parents provide all school records including the child's IEP in order to assess needed accommodations. ACST can accommodate students for whom programs are already in place.

TURKEY, Adana

SPECIAL EDUCATION

Incirlik Unit School (DoDEA) (2011)

K-12

<http://www.inci-ehs.eu.dodea.edu/> Mild to moderate learning disabled students can be accommodated at the school. The Student Support Team meets weekly to provide support and make recommendations to parents and teachers for a variety of student needs to include concerns about academic progress, health concerns, change of classroom placement, grade placement/retention, and other situations due to special circumstances. The team consists of the school administrator, school counselor, school nurse, educational support teachers, ESL teachers, and other staff members pertinent to the needs of the individual student.

TURKEY, Ankara

SPECIAL EDUCATION

Ankara Elementary/High School (DoDEA) (2010)

K-12

242

<http://www.anka-ehs.eu.dodea.edu/> Mild hearing impaired, learning disabled, and speech impaired at all grade levels. The school is accessible for the physically handicapped. The school has a teacher for the student with learning disabilities. Teachers and administrators have training working with the learning disabled. and can administer psychological tests and diagnose specific learning disabilities.

Oasis International School (2010)

PK-12

228

<http://www.oisankara.org/index.htm> Mild learning disabled and orthopedically impaired at all grade levels. The school is accessible for the physically handicapped. Teachers individualize instruction to a degree because the class sizes are small.

GIFTED AND TALENTED

Ankara Elementary/High School (DoDEA) (2010)

K-12

242

<http://www.anka-ehs.eu.dodea.edu/> Admission is via Terra Nova Scores, Parent/Teacher/Student referral. The focus is on enrichment, creativity and critical thinking..

TURKEY, Istanbul

SPECIAL EDUCATION

The British International School (2010)

PK-13

536

<http://www.bis.k12.tr> Mild learning disabled at the elementary and middle school grade levels. Mild speech impaired at all grade levels. School uses Individual Education Plans.

Istanbul International Community School (2011)

PK-12

530

www.iics.k12.tr IICS has an experienced Special Needs Counselor who provides learning support: in Primary and in Secondary. In keeping with IICS' stated mission, students whose educational and physical needs can be met will be admitted.

MEF International School (2011)

PK-12

354

<http://www.mefinternationalschools.com/> Mild learning disabled at all grade levels handled primarily in the regular classroom.

GIFTED AND TALENTED

MEF International School (2011)

PK-12

354

<http://www.mefinternationalschools.com/> School tries to tailor learning towards individual student needs when they can. Although cases are quite rare, when gifted or talented students are identified based on teacher recommendation and academic excellence, the school recognizes the need for specialized programs to challenge young minds and prepare them for a more rigorous curriculum benchmark.

TURKMENISTAN, Ashgabat**SPECIAL EDUCATION****Ashgabat International School** (2011)

PK-12

126

<http://ashgabat.qsischool.org/index.html> Level of services provided for children with special needs is minimal. Students with mild learning disabled children can be served but there are no staff trained at school to diagnose learning or treat disabilities.

UGANDA, Kampala**SPECIAL EDUCATION****Ambrosoli International School** (2010)

PK-5

230

<http://www.ambrosolischool.com/#> MILD learning disabled can be accommodated on a case-by-case basis.

UKRAINE, Kyiv**SPECIAL EDUCATION****Kyiv International School** (2011)

PK-12

665

<http://kis.net.ua/site/> Mild emotionally disturbed at the elementary and middle school grade levels can be accommodated in the regular classroom. Mild hearing impaired, learning disabled, speech impaired and visually handicapped can be accommodated at all grade levels in the regular classroom. The school is only able to offer assistance and programs for children who are mildly disabled.

Pechersk School International (2011)

PK-12

419

<http://www.psi.kiev.ua/> Mild emotionally disturbed, hearing impaired, learning disabled can be accommodated within the regular classroom with pullout needed no more than one time per day. School is not equipped to assist students with more severe disabilities.

GIFTED AND TALENTED**Kyiv International School** (2011)

PK-12

665

<http://kis.net.ua/site/> The school has a gifted and talented program at all grade levels. Students are assessed and provided advanced educational opportunities in the core areas of instruction. Placement is based on records from previous school, referral from teachers and parents, and admission testing. The focus of the program is on acceleration within the school curriculum.

UNITED ARAB EMIRATES, Abu Dhabi**SPECIAL EDUCATION****American International School in Abu Dhabi** (2009)

PK-12

1150

<http://www.aisa.sch.ae> Mild to moderate learning disabled at the elementary school grade levels. Mild speech impaired, emotionally disturbed, hearing impaired, mentally handicapped, and visually handicapped at the elementary school grade levels. They give assistance to all children with disabilities through PSTs. PSTs are Parent Sponsor Tutors. The school trains them and guides them to make sure programs are done. The school is not accessible for the physically handicapped.

Raha International Shool (2011)

K-12

790

<http://www.ris.ae/> Very limited programs here. Each child is assessed on a case by case basis, no set program.

UNITED ARAB EMIRATES, Dubai**SPECIAL EDUCATION****American School of Dubai** (2011)

PK-12

1,400

<http://asdubai.org/> The LRP is a program for students in grades K2–5 to provide additional academic support in reading, writing and spelling from a teacher who is qualified in working with children experiencing learning difficulties. This individual or small group support occurs during the school day and may be provided in the regular classroom, pull-out, or a combination of both; depending on the needs of the student. Each student's progress is closely monitored and the parents are notified when formalized placement occurs.

Child Early Intervention - Autism (2011)

18mths-18yrs

www.childeimc.com/ A professional developmental training center to meet the needs of the rapidly growing community of children with Autism Spectrum Disorders. The Center provides comprehensive developmental assessments, individual and group therapy in Speech and Language, Physical and Occupational Therapy, developmentally based play and social groups, parent training and consultation, direct one-on-one home-based ABA therapy, center-based ABA therapy, ABA therapist supervision, parent consultation, educator and parent workshops, school teacher training and consultation.

Greenfield Community School (2011)

PK-12

370

<http://www.gcschool.ae/> The school helps to identify those who may have intellectual, personal and social developmental needs and those requiring extra support may include: Those experiencing a specific difficulty such as mild dyslexia or dyscalculia; Those experiencing academic difficulties in a part of the curriculum requiring a short remediation program. Limited support is available within the school.

UNITED KINGDOM, London**SPECIAL EDUCATION****Post Comments** (2010)

Schools are not obligated to accept a child whose needs it determines it cannot meet. Unlike public schools in the U.S., private overseas schools are not required to meet the educational needs of every child who wants to attend. Therefore, if your child has special needs, it is your responsibility to select an appropriate school with staff members to address that need. It is impossible for post to assess the caliber of these schools compared to their U.S. equivalents. It is generally agreed that they are not of the same standard as those in the US and do not follow a US curriculum. Being placed on a waiting list is likely. They strongly advise that you begin communication with the schools well before your arrival at post, and that you send them as much information as possible on your child's handicap. Note: a student cannot be accepted for admission to a specific state school until the family knows where they will be living. Each Borough's Education Authority assigns students to state run schools within their jurisdictions.

American Community Schools Egham (2010)

K-12

570

<http://www.acs-schools.com/acs-egham.aspx> There is very little accommodation made for special needs students although the school does look at the folders for special needs students and accepts some students with mild to moderate learning needs.

American Community School Hillingdon (2010)

4-18 yrs

511

<http://www.acs-schools.com/acs-hillingdon.aspx> The special education program is limited to accepting students with mild disabilities.

The American School of London (2010)

PK-12

1,350

<http://www.asl.org/page.cfm?p=1917> The learning support program at the school includes 14 professional staff members. There is one speech therapist and two school psychologists on staff. The school accepts students with mild to moderated special needs issues.

Arlington Manor Diagnostic and Therapeutic Center (2010)

6-18 yrs

www.drludwigfredlowenstein.com For learning and therapeutic help. The center specifically provides educational programs for children suffering from ADHD, dyslexia, dysorthographia, dysgraphia, emotional and behavioral problems, autism and Asperger's Syndrome.

Centre Academy and Development Center (2010)

www.centreacademylondon.eu Learning disabilities addressed: ADD, ADHD, autistic Spectrum, dyslexia, dyspraxia.

The Cameron Learning Tree (2010)

4-11

www.cameronhouseschool.org. Coeducational school for children ages 4-11 with learning difficulties of a dyslexic nature. There is a high pupil/teacher ratio, with no class larger than 12.

Fairly House (2010)

1-9

www.fairleyhouse.org.uk/. Learning disabilities addressed: dyslexia and dyspraxia

International Community School (2010) http://www.icschool.co.uk/ A special education needs department supports students in all areas of the school and works closely with language support staff. In the secondary school the student support program also includes a Life-Skills program. The program is extensive and serves many students with special needs beyond the mild and moderate category. Available as part of the special education staff is an educational psychologist, speech therapist and psychological therapist.	PK-12	210
Jack Taylor School (2010) www.jacktaylor.camden.sch.uk/ School for children with severe learning difficulties and those with profound and multiple needs.	5-19 yrs	---
Manor School (2010) http://webfronter.com/brent/manorbrent/ There are only special needs kids at this school, approx 130 kids that include a wide range of learning disabilities, PDD, autism, and Down syndrome.	---	130
Parayhouse School (2010) http://www.parayhouse.com/parayhouse/index.php The school specifically provides educational programs for children suffering from Down syndrome, Epilepsy, moderate learning difficulties and speech and language difficulties	8-16 yrs	---
Southbank International School (2010) http://www.southbank.org/ The school has a very limited special education program. Students with mild dyslexia or organizational issues are accepted.	PK-12	723
The Swiss Cottage (2010) admin@swisscottage.camcen.sch.uk The school provides educational programs for children from learning, physical and speech difficulties as well as the autistic spectrum.	3-19yrs	---
TASIS The American School in England (2010) http://england.tasis.com/page.cfm?p=1 Special needs students with mild to moderate learning needs are accepted.	3-18yrs	---
Victoria School (2010) cdavies@victoria.poole.sch.uk Learning and physical disabilities.	3-16 yrs	90

URUGUAY, Montevideo**SPECIAL EDUCATION**

The British School (2010) www.british.edu.uy/ Mild hearing impaired and orthopedically impaired students can be accommodated. The school is accessible for the physically handicapped. They have staff who have been trained to administer psychological tests and to diagnose specific learning disabilities.	K-12	1,268
Uruguayan American School (2010) http://www.uas.edu.uy/index.php?option=com_content&view=article&id=96&Itemid=169 – Student Support Mild learning disabled can be accommodated within the regular classroom. The school is physically handicapped accessible.	N-12	295
Woodlands School (2010) http://www.woodlands.edu.uy/index.php Mild learning disabled at all grade levels can be accommodated within the regular classroom. They have Reading Recovery based programs.	----	----

GIFTED AND TALENTED

Uruguayan American School (2010) http://www.uas.edu.uy/ The school has a gifted program at all grade levels. Admission is through application, review and placement. Enrichment is provided within the regular classroom for elementary and middle school students. High school students have the opportunity to do advances placement courses. Accommodations are determined on an individual basis.	N-12	295
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UZBEKISTAN, Tashkent

SPECIAL EDUCATION

Tashkent International School (2010)

PS-12

393

<http://tashschool.org/support-services/learning-support> Students are admitted on a case-by-case basis, dependent upon the staffing and educational resources that are required and available. A special needs teacher has been hired for the 2011-2012 school year with the intent of establishing a program for children with mild learning disabilities.

VENEZUELA, Caracas

SPECIAL EDUCATION

Academia Cristiana Internacional de Caracas (2010)

PK-12

100

<http://icscaracas.com/> Mild to severe learning disabled at all grade levels. The school is not accessible for the physically handicapped. Students with severe handicaps require the school hiring extra adequate help to properly care for the child according to his/her needs. The focus of their program is on stimulating areas of weakness in perception and cognition to function effectively through individualized intensive, interactive stimulation producing independent learners in a one-on-one setting.

Colegio Internacional de Caracas (2011)

N-12

217

<http://www.cic-caracas.org/> The school can accommodate the mild learning disabled at all grade levels and speech impaired at the elementary school grade levels. The school is accessible for the physically handicapped student. Boost(remedial) help is offered as well.

Escuela Campo Alegre (2011)

PK-12

554

<http://www.eca.com.ve/index.html> Mild to moderate learning disabled at all grade levels can be accommodated within the regular classroom and through the use of a resource room. The school is accessible for the physically handicapped student.

International Christian School Caracas (2011)

PK-12

100

<http://icscaracas.com/> Mild to severe learning disabled at all grade levels through a resource room. They have staff trained to administer psychological tests and to diagnose specific learning disabilities. Students with severe handicaps will require the school hiring extra adequate help to properly care for the child according to his/her needs. The focus of their program is to stimulate areas of weakness in perception and cognition to function effectively through individualized intensive, interactive stimulation producing independent learners in a one-on-one setting.

Kids Club (2009)

18mths-5yrs

17

ninacarpio@hotmail.com Mild learning disabilities, mild physically handicapped, mild mentally retarded. The school has accepted autistic and Down syndrome children in the past.

GIFTED AND TALENTED

Colegio Internacional de Caracas (2011)

N-12

217

<http://www.cic-caracas.org/> Advanced Courses through accelerated offerings and H/C Higher Challenged in Elementary for the gifted students are offered.

VIETNAM, Hanoi

SPECIAL EDUCATION

Hanoi International School (2011)

R-12

290

<http://www.hisvietnam.com/index.php?name=article&op=detailItem&articleId=83&mid=173&cid=188>

HIS has specialist staff to offer learning support to those with learning disabilities – mild and moderate levels. They can also carry out diagnoses testing. They have a comprehensive EAL/ESL program.

COUNTRY/CITY/SCHOOL**GRADES****ENROLLMENT**

-86-

United Nations International School (2011)

PK-12

903

<http://www.unishanoi.org/> UNIS offers the program and/or services for children with special needs i.e. learning disabled. Learning Disabled: mild, elementary & middle schools; Speech Impaired: mild, elementary & middle schools; There is access for the physically handicapped; UNIS has staff on site trained to diagnose disabilities. UNIS has special needs teachers employed at the school.

VIETNAM, Ho Chi Minh City**SPECIAL EDUCATION**

Programs for children with special needs are very limited at Post.

International School Ho Chi Minh City (2011)

PK-12

850

<http://www.ishcmc.com/Home> Limited support for special needs.

Saigon South International School (2011)

PK-12

756

<http://www.ssis.edu.vn/learning/support/> There are very limited services for special needs students. There is a trained psychologist on the staff.

GIFTED AND TALENTED**British International School (2009)**

K-12

1,507

<http://www.bisvietnam.com/index.php?o=modules&n=about&f=about&idtype=209> There is a gifted and talented program at all grade levels. Students are assessed by the school principal prior to placement. If parents agree, gifted children may be placed in a class above the class from their age group. The special needs coordinator tailors an Individual Education Plan in coordination with the class teacher because there is not a separate program for gifted children.

ZAMBIA, Lusaka**SPECIAL EDUCATION****American International School of Lusaka (2011)**

PK-12

517

<http://www.aislusaka.org/specialneeds.html> The school accepts students with mild special needs on a case by case basis. There are 2 SEN teachers, one for Primary and one for Secondary, who divide their full time working hours between the grades. They work with students who are below grade level. Assessment for special needs assistance is by externally validated, internationally recognized grade level tests. Students from Grade 3 and above, who are 2 or more years below grade level, or with other needs which exceed the limited availability of the school services, will need to pay for additional services. For this purpose the school will employ a teacher and there will be a set charge for their services. The services of the additional teacher guarantee a minimum of five hours a week, individually or in groups.

Students may additionally be required to receive support outside the school. SEN teachers will work with families to identify alternative learning resources that are appropriate for the student's particular needs. There are few occupational therapy or speech therapy resources in Lusaka.

Students who are unable to meet AISL educational standards despite receiving all degrees of special services, will need to be exited. Students with special needs must send psycho educational evaluations with their applications to the school.

Lusaka International Community School (2011)

N-YR11

<http://www.lics.sch.zm/philosophy.html> LICs has devoted a lot of work and thought to the Learning Support program. The department employs three full-time staff who have particular specialism in different areas of academic support throughout the school (including English as a Second Language and Educational Psychology). Each student with a Learning Support need is offered an Individualized Educational Program (IEP).

COUNTRY/CITY/SCHOOLGRADESENROLLMENT

-87-

ZIMBABWE, Harare**SPECIAL EDUCATION****Harare International School (2011)****PK-12****403**

http://www.his-zim.com/Admissions/admissions_procedure.html HIS offers a Learning Support program for those students with mild to moderate learning difficulties. If your child has a learning disability or you have the results of any prior testing, please inform us so that we can design an optimal program for his or her needs.